THE FOURTH YEARBOOK

OF THE

NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION

PART I

THE EDUCATION AND TRAINING OF SECONDARY TEACHERS

BY

EDWARD C. ELLIOTT
Columbia University
EDWIN G. DEXTER
University of Illinois
MANFRED J. HOLMES
Illinois State Normal University
AND OTHERS

EDITED BY

MANFRED J. HOLMES
SECRETARY OF THE NATIONAL SOCIETY

MEETINGS FOR THE DISCUSSION OF THIS YEARBOOK WILL BE HELD AT 4:00 P.M.
MONDAY AND WEDNESDAY, FEBRUARY 27, AND MARCH 1, 1905
THE PLANKINGTON HOTEL, MILWAUKEE

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ANNOUNCEMENTS TO ACTIVE MEMBERS

A great deal of interest is awakened in the question of preparing secondary teachers. It is hoped that we shall get something thoroughly good and helpful from the discussion and conferences at Milwaukee.

One characteristic of our Society should be clear, frank discussion, vigorous and progressive. This is impossible unless the *Yearbook* is studied before the meetings.

Several rules that the experience of the Society has led it to adopt will be applied by the presiding officer whenever necessary or advisable; for instance, none but active members have the privilege of discussion in meetings except through the courtesy of the Society or its officers; preference is given to members who have read the *Yearbook;* it is the right and duty of the presiding officer to hold the discussion to the topic under consideration; he may divide the question and take up the topics in a progressive order; also the presiding officer may in advance or at the meeting invite guests to participate in discussion.

At the Wednesday session a few ten-minute reports setting forth the problems and indicating the progress of work that members are specifically engaged upon will be received. If it should prove advisable, and acceptable to all concerned, these reports may be presented at an extra session for that purpose. This is one of the ways by which intelligence and interest concerning what members are doing may be promoted.

Arrangements have been made to bring together at an informal dinner Wednesday evening as many members as possible. For this purpose a part of the dining-hall at the Plankington Hotel will be set aside at the regular dining hour, but with special service. To those who are registered at the Plankington on the American plan there will be no extra cost; the cost to others will be $1.00 a plate.

All wishing to join in this should notify President Charles McKenny, Milwaukee, or the Secretary.

The business meeting will take place at the Wednesday session. The items of business so far as known now are:

Report of the Secretary-Treasurer.

Election of officers.

Better organization of the society for work.

Shall the National Society affiliate with the American Association for the Advancement of Science?

Proposal of topics for the next two years. Each member ought to suggest a topic and the person who can deal with it ably.

Election of active members. Active members are requested to hand in their nominations for membership as early as possible. The time has come when new members should be selected with care.

All the sessions will be held in the Arcade of the Plankington Hotel.

It is undertsood that membership continues until a member notifies the Secretary of withdrawal.

Any change of address or official position should be reported promptly. Otherwise, Yearbooks and communications will fail to reach members.

Now and hereafter membership dues are payable to the Secretary-Treasurer.

M. J. HOLMES,
Secretary.

CONTENTS

INTRODUCTION - - - - - - - - - - - - - 9

I. THE GENESIS OF AMERICAN SECONDARY SCHOOLS IN THEIR RELATION TO THE LIFE OF THE PEOPLE — *Edward C. Elliott* - - - - - 11

II. WHAT CONSTITUTES THE IDEAL SECONDARY TEACHER? — *Reuben Post Halleck, J. Stanley Brown, Stratton D. Brooks, A. F. Nightingale,* and *J. F. Brown* - - - - - - - - - - - 27

III. THE PRESENT STATUS AND PERSONNEL OF THE SECONDARY TEACHING FORCE IN THE UNITED STATES — *Edwin G. Dexter* - - - - 49

IV. THE PRESENT PROVISION FOR THE EDUCATION AND TRAINING OF SECONDARY TEACHERS IN THE UNITED STATES — *Manfred J. Holmes* 63

V. RELATIVE ADVANTAGES AND LIMITATIONS OF UNIVERSITIES AND NORMAL SCHOOLS IN PREPARING SECONDARY TEACHERS — *Livingston C. Lord, G. Stanley Hall, Homer H. Seerley, Charles DeGarmo, C. C. Van Liew, Edmund J. James, J. N. Wilkinson, M. V. O'Shea, L. H. Jones, Charles B. Gilbert* - - - - - - 83

BIBLIOGRAPHY - - - - - - - - - - - - - 104

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INTRODUCTION

Our secondary schools, in accordance with the law of all institutional genesis, have been called into existence by certain needs of the people. The vigorous and rapid growth of these schools during the last few years has awakened a keen and serious sense of their great and increasing meaning in local and national life. But it is already clear that though these schools are loaded with promise of valuable contribution to the national well-being, they can never render their possible maximum of service without the aid of a larger proportion of happily adapted and especially prepared teachers. The importance of this thought has no doubt led the National Society to select the present subject for study.

The two central ideas which are both starting-point and culmination of thought in the study are (1) what constitutes the ideal secondary teacher? and (2) by what selective process and preparation can we best promote the realization of this ideal? But to give proper logical setting and to reveal more clearly the large meaning of the central questions the general subject has been divided as follows:

Division I is a historical sketch which seeks to trace in brief compass the genesis of our secondary schools in their relation to the life of the people. With a renewed sense of the vital importance of our secondary schools the thought then moves on to

Division II, which, recognizing that the most important factor in enabling these schools to yield their maximum of value, presents the opinions of five experienced secondary-school men as to what constitutes the ideal secondary teacher.

Division III. To get some idea of the extent to which the actual secondary teacher of today comes up to the standard called for in the ideal, this division examines the present status and personnel of secondary teachers in the United States.

Division IV examines the present provision for the preparation of secondary teachers made by universities, normal schools, and colleges; it considers the nature of the preparation and the extent to which these schools are meeting the demand for more and better-prepared teachers for our secondary schools; and lastly it presents

a concensus of opinion as to how universities and normal schools can improve in this matter of preparing secondary teachers.

Division V. Finally, the present status of the whole problem and need of more and better-prepared high-school teachers demands that the universities and normal schools come to a sense of their common ground in this work, and consider what each can do best, and seek a way to improve. Therefore Division V sets forth the relative advantages and limitations of universities and normal schools in preparing secondary teachers in so far as a concensus of opinion can do this. This presentation of opinion neither implies nor reveals controversy between normal schools and universities. In some cases it shows the need of better mutual understanding and appreciation concerning their relation to the common problem of furnishing well-prepared teachers for our schools. The central idea is not universities *vs.* normal schools, but universities *and* normal schools in their relation to the education of teachers.

With the study of the general question thus opened up, the plan looks forward to the appointment of one or more representative committees to carry on the study and report what seems necessary and best for the several classes of schools concerned to attempt in the preparation of secondary teachers.

THE FOURTH YEARBOOK

I

THE GENESIS OF AMERICAN SECONDARY SCHOOLS IN THEIR RELATION TO THE LIFE OF THE PEOPLE[1]

EDWARD C. ELLIOTT
Columbia University

The development of American education contains the conscious expression of a people ever seeking to realize within themselves the significance of human freedom and of national unity. It discloses the process of the social ideals becoming institutionalized, thereby serving to perpetuate the spirit of a true democracy and to attain to advancing degrees of social efficiency.

Each of the tripartite divisions of our educational system — elementary, secondary, and higher — has had, as it were, a distinct life-history; each has exhibited continuous variation of form, structure, and function in response to advancing social needs; each has served in its own way to contribute to the larger social purpose. The history of our secondary schools affords the best evidence of this evolution of an educational activity in the process of social accommodation. In one form or another they have stood throughout almost three centuries, and have reflected, more truly than elementary or higher schools, the social condition and the progressive stages of our people toward liberty, efficiency, and toleration.

The purpose of this paper is to sketch, so far as can be done within the brief limits assigned, the development of secondary education in our country with particular reference, (1) to the connection between

[1] For much of the material contained in this paper, the author is indebted to that invaluable work of Professor Elmer E. Brown, *The Making of Our Middle Schools*, which places every student of any phase of our secondary education under indebtedness. Professor Paul Monroe, of the Teachers College, Columbia University, has also given many valuable suggestions and has rendered much timely assistance in its preparation.

the schools and the social life of the people, and (2) to the qualifications required of the teachers.

The origin of our secondary schools is to be found in the classical renaissance of the fifteenth and sixteenth centuries. The humanistic educational tendencies resulting therefrom were transplanted by the early American settlers to all of the thirteen colonies, save one, and by them elaborated into a distinct type of schools, though, for a century and a half, with scarcely any modifications on account of the novel conditions. During the latter half of the eighteenth century, coincident with the radical social and political changes of that period, a new type of institution sprang up, very similar to a new type of secondary schools in Europe, but far more responsive to and expressive of American conditions than had been the previous schools. These schools dominated until the Civil-War period, by which time our present secondary schools, which first appeared early in the second quarter of the century, became numerous enough to indicate their superiority. This third type of secondary schools is wholly an American product, and one expressive of the needs and the ideals of our civilization. These same general periods of development are evident in the history of elementary and higher education as well, but they are more clearly marked in that intervening stage, now usually designated as secondary education.

THE GRAMMAR-SCHOOL PERIOD

The typical secondary school, practically the only school of this rank during the colonial period, was the Latin grammar school, more frequently known as the grammar school. These schools were similar to the public schools of England and the early gymnasia of the Teutonic people of the continent. An outgrowth of the renaissance of the fifteenth and sixteenth centuries, these classical schools had been seized upon by both Protestant and Roman Catholic communities as the chief instrument for combating ignorance among their own communions and heresy among those outside. It is but natural that the American settlers, as they transplanted other European institutions, should transplant these. And as such schools had a peculiar religious significance in Europe, it was but natural also that they should be most thoroughly developed in those colonies where the religious motive was a prominent one.

In the consideration of the question at hand, it must be kept in

mind that our conclusions must be based largely upon evidence of an indirect, rather than of a direct, kind. In the absence of settled social conditions, or of a recognized common social ideal, each colony provided grammar schools and teachers thereof in a way best adapted to immediate needs. Choice of a teacher was dependent upon religious or local prejudice. Professional standards of teachers were judged more from results than from academic qualifications. In general, the problem was to secure a teacher — a good one, if possible; a poor one, if need be; but at any rate, a teacher. The ambition of these early colonists was for schools which would guarantee to the children and their children's children the training necessary to the stability of the church and commonwealth. The new ideals of the new world had been too dearly bought to permit them to die out for want of nourishment.

As the earliest and best of its type we may accept the Boston Latin School as throwing some light upon the character of the colonial schoolmaster. What may be said as to it will apply with equal force to the other and numerous schools of like grade established by those enthusiastic Puritans.

The purpose of this school, practically from the time of its establishment, was to prepare boys for entrance to Harvard College. The professed aim of Harvard was to raise up a new generation of ministers. The interests of the Latin school were the interests of the college; the condition of one reflected the condition of the other. This early Massachusetts school system was clearly intended to train the leaders of the ecclesiastical commonwealth.

With its English inheritance of form, function, and ideals the early masters of the Boston Latin School possessed the personal qualifications and that scholastic preparation which had held for generations in the mother-country — the classical education of the English universities. A knowledge of Latin and Greek was the prime requisite, more Latin than Greek, for Latin practically comprehended the curriculum of this grammar school, not only when Ezekiel Cheever was preparing his boys for entrance to Harvard College, but for a century to follow.

When any scholar is able to understand Tully, or such like Classicall Latine Author *Extempore,* and make and speake true Latine in Verse and Prose, *sus ut aiunt Marte;* and decline perfectly the paradigm's of *Nounes,* and Verbes in the Greek tongue; let him then and not before be capable of admission into the Colledge.

Of Elijah Corlett's grammar school in Cambridge it is recorded:

> And by the side of the Colledge a faire *grammar Schoole*, for the training up of young Schollars, and fitting them for *Academicall Learning*, that still as they are judged ripe, they may be received into the Colledge of this Schoole. Master *Corlet* is the Mr. who has very well approved himselfe for his abilities, dexterity and painfulnesse in teaching and education of the youth under him.[2]

Later when a new generation of teachers came to take the place of Cheever, Corlett, and their prototypes, we find the graduate of Harvard College — the first product of the new intellectual life — recognized as fit to direct the education of those preparing to follow in the same path as he himself had traveled. The new master of the grammar school was the college graduate who viewed the careers of his pupils through the glasses fitted by his own ecclesiastical preparation.

Mr. Martin in his work on the Massachusetts public-school system has told us, and with full justification, that

> The teachers of the earlier schools were men, and men of no ordinary capacity and experience. Some of them had been clergymen. All were scholars, and most of them had been educated at old Cambridge. As soon as the infant college at new Cambridge began to bear fruit, to the honor of the pious Harvard, its graduates found places in the schools as well as in the churches.[3]

And further,

> It would be too much to say that all the early masters were like Cheever, but they were all scholarly after the fashion of the times, and all deeply imbued with that religious spirit which characterized the Puritan epoch. Their whole training tended to this. Their college studies were the studies of the divinity school. There was some mathematics — arithmetic and geometry, some natural science — physics and astronomy. All the rest was along the line of the humanities. Grammar and logic and rhetoric; politics and ethics; Chaldee, Hebrew, and Syriac; biblical and catechetical divinity — all this wealth of learning was at the service of the children.[4]

Those early schoolmasters of New England who have come down to us by reason of their dominating personality scarcely represent the true type. Our best evidence concerning the typical schoolmaster — indirect though it may be — must be drawn from the early statutes

[2] *New England's First Fruits;* quoted by Brown in *The Making of Our Middle Schools*, p. 40.

[3] Martin, *Evolution of the Massachusetts Public School System*, p. 61.

[4] *Loc cit.*, p. 63.

passed to fix a professional standard. In how far these legal provisions were effective it would be well nigh impossible to indicate. They are presented as evidence, and their value may be determined from their several common elements.

In the famous Massachusetts Statute of 1647, the following appears:

. . . . and it is forthwith ordered that where any town shall increase to the number of 100 families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university, ...[5]

The resolution of the General Court adopted in 1654 on the occasion of the enforced resignation of President Dunster, of Harvard, owing to his stand taken on infant baptism runs:

For as much as it greatly concerns the welfare of this country that the youth thereof be educated, not only in good literature, but sound doctrine, this Court doth therefore commend it to the serious consideration and special care of the overseers of the College and the selectmen in the towns, not to admit or suffer any such to be continued in the office or place of teaching, educating or instructing of youth or child in the college or schools that have manifested themselves unsound in the faith or scandalous in their lives, and not giving due satisfaction according to the rules of Christ.[6]

Chapter 26 of the laws passed by the first Provincial Assembly of the Massachusetts Bay Colony in 1691 re-enacted that every town of one hundred families should set up a grammar school and procure for it a "discreet person of good conversation, well instructed in the tongues."

The following act of the Massachusetts legislature in 1701 is said to be the first compulsory certification of teachers known in our history.

Every grammar-school master to be approved by the minister of the town, and the ministers of the two next adjacent towns, or any two of them by certificate under their hands. And be it further enacted, that no minister of any town shall be deemed, held or accepted to be the schoolmaster of such town within the intent of the law.[7]

[5] Clews, *Educational Legislation and Administration of the Colonial Governments*, p. 62.

[6] *Records of the Governor and Company of the Massachusetts Bay in New England*, Vol. IV, Pt. 1, pp. 182, 183. Quoted by Clews, *op. cit.*, p. 21.

[7] *The Acts and Resolves of the Province of Massachusetts Bay*, Vol. I, p. 470. Quoted by Clews, *op. cit.*, p. 65.

The preceding paragraphs have had to do specifically with the grammar schools of Massachusetts. Not only is our information as to the early schools of this state most reliable and complete, but the example set by her in her educational plan was imitated to a greater or less degree in the other colonies with an educational history. Her story is the composite story of all. The other colonies had grammar schools, fashioned in the same mold as those of Massachusetts. They had grammar-school masters whose works, if not biographies, fill an important place in our early educational history. However, the study of individuals is not broad enough for our present purpose. We must turn to the legislation of the different colonies if we are to gain a glimpse of the broader social endeavors to set a professional qualification for grammar-school teachers.

When the matter of a colony grammar school was being agitated in New Haven in 1660 we find that a schoolmaster was to be provided to teach Latin, Greek, and Hebrew, "so far as shall be necessary to prepare them [the scholars] for the college." [8]

In 1672 the General Court of the colony of Connecticut revised the Code of 1650, with the following provision for secondary education, "That in every county town there shall be set up and kept a grammar school, for the use of the county [the colony had been divided into four counties] the master thereof being able to instruct youths so far as they may be fitted for the college." [9]

In 1690, the General Court of the same colony

considering the necessity and great advantage of good literature, do order and appoint that there shall be two free schools kept and maintained in this colony, for the teaching of all such children as shall come there, after they can first read the psalter, to teach such reading, writing, arithmetic, the Latin and Greek tongues; the one at Hartford, and the other at New Haven, the masters whereof shall be chosen by the magistrates and ministers of the said County, and shall be inspected and again displaced by them if they see cause. . . . . [10]

And thus, through frequent legislation, can be traced the effort of the colony of Connecticut to provide efficiently equipped secondary teachers and to control the character of this teaching. The evidence in the other colonies, while not so voluminous, is of the same general character. One typical example will serve our purpose here.

[8] Clews, *op. cit.*, p. 85.

[9] *Ibid.*, p. 93.

[10] *Conn. Col. Records*, Vol. IV, pp. 30, 31; Clews, *op. cit.*, p. 96.

In 1752, the legislature of Virginia passed an act for incorporating the borough of Norfolk. The clause of this act concerning the qualifications of the schoolmaster is as follows:

and to provide and agree with an able master for the said school, capable to teach the Greek and Latin tongues, which said master, before he be received or admitted to keep school, shall undergo an examination before the masters of the College of William and Mary, and the minister of Elizabeth parish, for the time being, and produce a certificate of his capacity, and also a license from the Governor, or Commander-in-Chief of this dominion, for the time being, agreeable to his majesty's instructions.[11]

The essential feature of this act, the examination by the minister of the parish, is repeated frequently in the later legislation of the colony.

Summing up, then, we have ample evidence from many sources, indirect though they may be, to justify the conclusion that, in the main, the Latin grammar schools were provided with teachers capable of preparing boys for entrance to the colonial colleges. In many, we might not say the majority, of cases these teachers were educated in the narrowly classical curriculum of the English or Scotch universities, or of the colonial collegiate institutions. Graduation does not appear to have been a prerequisite. "Knowledge of the tongues" seems to have been capable of the widest variety of interpretation. In all of the colonies ecclesiastical control and examination were exercised over the license to teach — in New England, by the local ministers; in the other colonies, nominally by the Bishop of London.

The schoolmasters of the colonial period may be roughly divided into three classes. There were a few men of scholarly preparation who made teaching the work of their lives, and kept up the best traditions of the free-school masters of Old England — of Mulcaster and Brinsley and Charles Hoole. Then there were young clergymen and ministers of non-Episcopalian denominations recently from college, who taught school while waiting for a call to the pastoral office. Finally there was a miscellaneous lot of adventurers, indented servants, educated rogues, and the like, all either mentally or morally incompetent, or both, who taught school only to keep from starving.[12]

In spite of honest efforts to maintain the old professional standards, through legislation and ecclesiastical supervision, we find

[11] *Official Records of Robert Dinwiddie*, Vol. VI, p. 265; Clews, *op. cit.*, p. 345.

[12] Brown, *The Making of Our Middle Schools*, p. 110.

even before the Revolution, a decline in the character of the Latin school. Local interest declined and local support diminished. The time seemed ripe for a new force to make itself felt in American education.

It may seem that too much attention has here been given to these colonial grammar schools. Nevertheless, a comparatively full treatment has been deemed necessary in order to obtain a fuller appreciation of the standards of the early period, standards which prevailed in reality, if not in name, for almost a century following the Revolution; and further, because legislative evidence concerning the qualification and preparation of teachers during the following period is very much less abundant, practically absent, for the states did little to foster the new type of schools.

THE ACADEMY PERIOD

From the Revolution to the Civil War our educational activity, in common with our political and social life in general, was characterized by decentralization in organization, an individualism in motive and in action, and a democratization of public opinion. When the democratic sentiment became fully conscious of itself during the Jacksonian period, there developed a realization that its needs might be more readily accomplished by a greater centralization of power and some restriction upon that individualism that allowed certain classes or individuals to obtain control of social opportunities. Hence from this period of about 1840 there is a marked tendency toward greater centralization in government, a more complete legal control of private activity, and an effort to prevent the control of opportunity through unrestricted private initiative which in educational activities is only fully revealed after the Civil War.

The characteristic features of this middle period in our educational history are quite clearly indicated in the condition of the elementary schools. Here the district school was typical and illustrated all of these general features more obviously than any other phase of educational life. Superseding the old town or township schools, supported and controlled by a comparatively large local unit, and acquiring conformity to some general standards of recognized integrity, the district school represented the extreme of decentralization, in that it gave the control of the school into the hands of the smallest possible local unit; the extreme of individualism, in that each locality con-

trolled, without any general supervision, the character and content of the work of its own school, and in that each pupil even determined his own choice of subjects, or the method of study of the subjects by the books he might be able to bring to the school; and the extreme of democracy, in that little emphasis was placed upon any but the most rudimentary subjects, and the entire tendency was thus to reduce all to a common level and that a low one.

In a similar way, the secondary school of the period expressed very clearly this response of education to changed social conditions. The old Latin grammar schools with their public support and central control, rigid and restricted curriculum, and class or professional patronage, were replaced very rapidly and generally by the academy. In a very complete way the academies were an expression of decentralized control. For the most part they were purely private, or at best quasi-public, institutions: that is they were corporations of persons either in their private capacity or as representatives of certain interests, either denominational or local. Save in a few states, and those near the middle of the century, the state obtained no supervisory control over them. In these few cases, as in Maryland and New York, there was an attempt to build up state systems, through state supplementary subsidies, that carried with it the right to inspect or to examine pupils, and to make certain specifications concerning tuition rates. In other cases the state limited its assistance to the provision of a building on condition that the locality would supply the teaching staff and support the school. The great majority of such schools, however, were purely private institutions, and the function of the state, even when it did interfere, was for the most part limited to the giving of assistance.

Thus the academy was an expression of individualism and of the new democracy; it was an expression of local effort; it responded to local needs, its activities and its object were determined by local ideas. Hence there was the greatest variety of conditions, with regard to support, with regard to subjects taught, with regard to standards of attainment, and with regard to extent of influence. Since the academy offered to teach almost any subject desired by a pupil — in this respect making a great divergence from the preceding type of secondary schools — and the established curricula prevented the widest variation in different localities, it gave fullest expression to individualism. Since the academy was very generally

supported by a tuition fee of substantial amount, it was supposed to be an expression of democracy in that it allowed each individual to determine his own educational opportunities and attainments. But it was soon made evident that while the academy prepared for a very much wider scope of social activity on the part of its graduates than did the old grammar school, and hence was not so much of an institution for the one or at most two learned professions, it was, on the other hand, quite as distinctly a class institution; for it tended, as did the private schools supplementary to the inefficient district schools and as did the provisions for pauper children in district schools, to draw sharp class lines and to restrict the better educational opportunities to the favored few.

The fact that the academies were the outgrowth of changed social conditions and were thoroughly expressive of the life and the ideas of the people of the time is indicated most clearly by the development in the curriculum.

Before the Revolution this new type of secondary school began to appear in response to new demands which the old Latin grammar schools did not, and could not, meet. The new social conditions brought about by the expanding commercial, industrial, and political conditions of the latter half of the eighteenth century made necessary a training for which the curriculum of the old grammar school was but ill suited. The chief business of the old grammar school had continued to be the preparation of boys for college; the chief business of the college was still preparation of men for the ministry, with shadowy beginnings of the later professions of law and medicine. But the curriculum of the college remained as it had been crystallized in its ecclesiastical medium of a century preceding. Down to 1800 the leading American colleges demanded of their entering freshmen, Latin, Greek, and a little arithmetic. In Harvard, geography was not added until 1807; English grammar, 1819; algebra, 1820; geometry, 1844; and ancient history, 1847.

A time was coming when people were to demand something beyond the classical crust for the education of their children; when boys were to be educated apart from collegiate predestination; when girls as well as boys were to share in the advantages of a broad education. Hence it is not surprising to find private institutions, later subsidized and chartered by the state, appearing, which emphasized the practical aspect of education by giving instruction in arith-

metic, accounting, writing, English grammar, literature, science, surveying, navigation, etc., in addition to Latin and Greek required for admission to college. Apart from the desire for better educational facilities the spread of the academy movement was an expression of a people to be freed, in the conduct of their educational institutions, from the narrow ecclesiastical and class control which had been growing up previous to the Revolution. A broader curriculum, secondary instruction for both boys and girls, apart from preparation for college, and secular private control then seem to be the characteristics emphasized by the academy education. Each of these elements may be said to have affected the qualification and preparation of the teachers in this class of institutions. It is, however, exceedingly difficult to generalize in this respect. Far more than the Latin grammar school did the academy type of secondary school vary from a fixed standard. There were academies of high grade and of low grade; those endowed with high public purpose and those dominated by a low commercial motive. Owing to their system of private control, the professional standards of the teachers were to be graded by the standards of the school.

If any generalization is to be permitted it may be said that in the *best* academies, the teachers secured their preparation, as did those of the best of the old Latin schools, in the colleges of the day. Even where the curriculum of the academy was broader than that of the college, there were men of unusual genius exhibiting that comprehensive intellectual grasp which enabled them to infuse light and enthusiasm into the new instruction. We find the following purposes expressed in the constitution of the first chartered academy in New England — Phillips Andover:

to lay the foundations of a public free SCHOOL or ACADEMY for the purpose of instructing youth, not only in English and Latin Grammar, Writing, Arithmetic, and those sciences wherein they are commonly taught; but more especially to learn them the GREAT END AND REAL BUSINESS OF LIVING. . . . . It is again declared that the *first* and *principal* object of this institution is the promotion of true PIETY and VIRTUE; the *second,* instruction in the English, Latin and Greek Languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third,* practical geometry, Logic and Geography; and the *fourth,* such matters of the liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the TRUSTEES shall direct;[13]

[13] Brown, *op. cit.,* p. 195.

and who will gainsay that such an institution, with such a purpose, did not demand and secure teachers of the most liberal training of their time. We might almost say, judging from the work and character of this particular school, that the teachers were far above their training.

On the other hand, we can hardly gauge the professional standard of the academy teacher by such rare types as Adams and Taylor of Phillips Andover, or Dwight of Greenfield Hill. In very many of the academies of the lesser sort the teachers were educated but little above the limited requirements of their tasks. The most that can be said of these institutions is that there were no general requirements whatever; that each institution exercised its own choice in determining the qualifications possessed by the teacher; that these qualifications were more largely of a peculiarly personal nature and related more to strength and attractiveness of personality than in either the preceding or succeeding periods, since the influence of the teacher and of the school was exerted more largely through the personal character of the teacher than through his knowledge or through the nature of the subject taught.

One or two other facts of vital importance should be mentioned here. The attendance of pupils upon the old Latin grammar schools was always very small. These schools were one-teacher schools. Just before the Revolution the pressure for a more practical kind of instruction had led to the employment in many of them of an assistant to teach a meager quantity of writing, arithmetic, accounting. The core of the instruction was, however, the classics taught by the master. With the coming of the academies with their highly differentiated curricula we have the *beginnings* of the need of teachers capable of devoting themselves to specialized groups of subjects.

Two other relationships of a general character between the academies and the teaching profession are to be noted: first, in relation to the elementary schools, that a very important function of the academy was to give a broader preparation to the elementary-school teacher and to raise the standards of the teaching profession in this grade very materially; second, through the broader curriculum of the academy, the curriculum of the college was reacted upon and a much more liberal policy than had hitherto prevailed was here initiated. This response, to a considerable extent, was for the purpose of pro-

viding an appropriate preparation for secondary teachers, but it never reached any conscious formulation in definite requirements.

Further, the academy movement marks the beginning of secondary education for women, and the appearance of women in the field of secondary teaching. The academy may be said to have contained the germ from which two types of American schools have developed — the normal school and the women's college, both of which have been of no mean influence in the projection of higher standards for secondary teachers.

THE HIGH-SCHOOL PERIOD

During the second quarter of the century a new type of secondary schools appeared, which was to become a vigorous rival of the academy before the opening of the Civil War, which was to surpass the academy in importance by the close of the third quarter of the century, and which has now become, save in certain limited regions of the East and South, where traditions are strong and certain social conditions prevail that do not obtain in other portions of the country, practically our only secondary school. The transition from the academy was made in some regions by the higher schools conducted on the monitorial or Lancasterian system which, while they continued to charge a tuition, were supported by a public society and offered education at a merely nominal expense; in other regions by the free academies, which, as the name indicates, were but the old academies supported by sufficient endowment or local subsidy to abstain from all tuition requirements; and in a few of the larger cities, by the city colleges, or free grammar schools, which performed approximately the same function for the larger number of city youth.

The high school differs radically from the academy in two important respects: first, it is supported and controlled by the government, primarily by the municipal, though often assisted by the state, and hence is under a more centralized control and is far more amenable to public control; second, it charges no tuition, but offers a course of study, at first not as broad as that of the academy, but tending to become so, absolutely free to all classes in the community, and hence is absolutely democratic.

The high school is but the culmination of the free public-school system and is the outgrowth of the same economic and political conditions and the same social ideas. Though the high-school develop-

ment came somewhat later than the free-school movement, it is to be remembered in this connection that the schools were not generally made free until near the middle of the century, and that tuition rates were not abandoned in New York state until 1867. In this respect especially the high school is a fuller expression of democracy than was the academy; and while in some features it seems to be less an expression of the individualism of the people, in that it is under state supervision, in reality it is a much more complete expression of that individuality, for though always an expression of local opinion through corporate capacity, by that very fact it is more fully expressive and more readily responsive than could be an institution controlled by private persons or by trustees representing private, sectarian, or class interests. In this respect it deserves the term so frequently applied, "the college of the people."

Through its curriculum, now much broader than at first, it becomes expressive of the developing or changing interests of the people, especially those of an economic and commercial character. Through the plan of election of studies, it provides for the individuality of the pupil, and the personal interests of its patrons, even more fully than could the academy. Through the improved methods of study and of teaching, it keeps abreast of the developing scientific and technical knowledge, and of the art of teaching. It is only in regard to the one topic that the future papers of this series deal with, that of the standards of qualification of its teachers, that little advance has been made, until quite recently, and concerning which few generalizations can be made.

The English High School of Boston is regarded as the pioneer of the high-school movement in this country.[14] In the general plan of its organization as adopted January 15, 1821, we find the following clause: "Eighthly, That it is required of all the Masters and Ushers as a necessary qualification that they shall have been regularly educated at some University."[15]

This provision in the regulations of our first public high school seems to embody the essential qualifications demanded of secondary-school teachers during the remainder of the century. While it cannot be gainsaid that many of our high schools of the present generation have not lived up to this standard, it must be admitted that this has been the ideal attempted by the secondary schools worthy of the

[14] Brown, *op. cit.*, p. 297.

[15] *Ibid.*, p. 300.

name. With the growth of state systems of education, especially since the Civil War, we have witnessed the extension of state control over the licensing of the teacher. The building up in each state of an elaborate plan of normal schools has been effective in maintaining and raising the professional standard of elementary-school teachers. In but few states, however, has the system of licensing secondary-school teachers gone beyond the requirements of the elementary school. Custom and nominal local requirements have not extended to the fixing of any higher professional standard for secondary-school teachers than that indicated by college graduation. This of itself implies a vastly broader training today than fifty years ago. Then again, the founding of our higher state institutions, especially in the central West, with departments of pedagogy has given an impetus to a special professional preparation of secondary-school teachers. The very heterogeneous condition of the present, with which the subsequent papers deal, and which makes it impossible to draw any general conclusion of any wide validity, is due to the two general lines through which the high schools have developed. In many states the high school developed simply as a part of the common-school system, without any special legislative authorization, but justifying itself against local sentiment, which in many cases looked upon all higher education as undemocratic and as a betrayal of the interests of the people, by judicial decision. In such cases when the high school only received recognition tardily, if at all, there could be, as a matter of course, no special qualifications for high-school teachers other than those required of common-school teachers. As a result then in such states qualifications are determined largely by the local boards, which may or may not demand an examination in subjects other than those taught in the elementary schools. This allows far greater discretion upon the part of local boards than is true in general of elementary teachers, and while one may say the general requirements are those of college graduation, it is too evident that such standards are in many instances purely nominal, though, on the other hand, in many large cities, the same local freedom permits the enforcement of yet higher standards.

In other states, high schools have developed as specific institutions of a secondary grade, fostered by grants from the commonwealth government. Such states may require in return only a test of work accomplished by the student; but most generally have required that

the teachers of such schools shall conform to requirements established by the state superintendent or board of public instruction. In such states the requirement of qualifications equivalent to college graduation can and are usually required in actuality.

Some few of the western states, wherein this control over the secondary teacher has been made as complete as that over the elementary teacher, have taken an important step in advance, even of this; and believing that even the credentials of a college must bear examination, require that the secondary teacher in all state schools shall conform to requirements established by the state universities through their departments of pedagogy.

This has introduced another qualification, as important as it is novel; namely, that the teacher should evidence some knowledge of the science of teaching and give some evidence of skill in the art of teaching. But in the vast majority of states, even in those that have definite standards of qualification for secondary teachers, knowledge of the subject, which is the primary requirement, is also the sole requirement.

No problem of the many presented by secondary education is of greater importance than this of determining the nature of some general qualifications of the teacher and the definite establishment of these by law.

II

WHAT CONSTITUTES THE IDEAL SECONDARY TEACHER?

REUBEN POST HALLECK, Principal Boys' High School, Louisville, Ky.
J. STANLEY BROWN, Superintendent Township High School, Joliet, Ill.
STRATTON D. BROOKS, Supervisor of Schools, Boston, Mass. (Formerly Inspector of High Schools in Illinois.)
A. F. NIGHTINGALE, County Superintendent of Cook County, Chicago, Ill. (Formerly Superintendent of High Schools, Chicago.)
J. F. BROWN, Inspector of High Schools, State University of Iowa, Iowa City, Iowa.

Questions and theses arising from this division of the study:

1. Is it important that the number of high-school teachers should be about equally proportioned between the sexes? If so how can this be done?

2. There is serious need of a more effective selective process by which a larger proportion of teachers of choice personality and adequate scholarship will be secured for public high schools.

3. With the best that schools can do, the larger and more vital preparation of the teacher comes after experience begins: therefore, for practical reasons alone, it is the duty of superintendents and school boards to insure opportunity for progressive improvement on the part of their teachers.

4. It seems to be the unanimous opinion that a high-school teacher should be primarily devoted to the welfare of his pupils rather than to the claims of a subject. How can this attitude and interest be insured in case of an intense specialist in one of the academic branches?

REUBEN POST HALLECK

Principal Boys' High School, Louisville, Ky.

The personality of the secondary teacher.— I am here leaving to others the scholarship requirements of the secondary teacher. For years it has been my habit to study the personality of secondary teachers and to recommend them largely in terms of their personality.

Sympathy.— First, it is unusually necessary for secondary teachers to have a sympathetic personality. Adolescence craves sympathy more than any preceding age. The teacher must feel with the pupil, must comprehend the pupil by an intuitive lightning flash of sympathy, which ought to light up every dark schoolroom. With

intelligent sympathy a teacher can do anything in reason with adolescents. Without sympathy he may develop such a spirit of contrariness in them that they will walk to the block and lay down their intellectual heads before they will study for him. Witness the number of those who leave school because they begin the downward path by failure in some one subject in which no sympathetic effort is made to reach them.

Imagination.— In the second place, an ideal secondary teacher must have a broad and vivid imagination. It ought to be understood by every teacher as a psychological truism that sympathy cannot be wide or deep or penetrative without imagination. Since the experience of two people cannot be exactly the same, they can cross the stream which separates them only by the bridge which imagination furnishes. The teacher is striking in the dark if he cannot frequently look at the world through the eyes of the adolescent. The adolescent is of imagination all compact. Things prosaic to us suggest to him an unexplored new world of enchantment. In the Elizabethan age the imagination was considered more necessary than the reason to interpret the facts of life. A later time was to usher in the cold juiceless age of reason and then there was decadence. The ideal teacher of adolescents must be an Elizabethan. His world must be at least occasionally illumined with the light that never was on land or sea.

Humor.— In the third place, an ideal secondary teacher must have a sense of humor. This will deter him from over-stressing certain things and from over-emphasis in general. A sense of humor will keep a teacher from becoming shrill. A teacher should develop the Shakespearean capacity for being easily bored. Adolescents have this capacity in a remarkable degree. Their teacher should not let them outclass him in this respect. Experiments have proved that excessive repetition of the same presentation tends to develop a comatose or a hypnotic condition.

Moral character.— In the fourth place, the teacher should have character. By this I mean simply the disposition to do his duty one hundred times out of one hundred without exception. I am content to take a teacher of this type, even if he is imperfectly developed along some intellectual line. I know that the character will force sufficient intellectual development. I am never sure that mere intellect will develop character.

Youthfulness.— In the fifth place, youth is a fine quality for the teacher of adolescents. The majority of such teachers probably begin to decline from their zenith after thirty-five. The world of the adolescent tends to grow remote and the sympathies to be narrowed after that age. I have for some time noticed that parents who wish certain teachers to make an appeal to their sons frequently select one of the younger body of instructors who has had some athletic experiences in common with the boy. In everything except administration, it is probable that in the majority of cases a teacher at thirty-five is a better adolescent teacher than the same teacher at forty-five. Shakespeare remained an adolescent until death, but the majority are not in his class. Enthusiasm and tireless energy are qualities absolutely necessary for the teacher of adolescents, and these are precisely the qualities most likely to diminish with age.

J. STANLEY BROWN
Superintendent Township High School, Joliet, Ill.

Personal quality and social efficiency.— The ideal teacher must possess a great soul. The mundane setting of every great soul is physical, and so it comes that the fundamental quality of a teacher's personality must be physical. Good birth, careful training in childhood and youth, good health, good habits, a well-balanced mind, an optimistic nature, well-regulated appetites are some of the possessions of a teacher with the most effective personality. It is not essential that the ideal teacher should exemplify either extreme in avoirdupois, but it is accepted without argument that personal magnetism, culture and attractiveness of character are observed, admired and understood without verbal expression. Simple, unaffected neatness in the appearance and dress of the teacher can, in my judgment, be relied upon to produce the most lasting effect on both fellow-teachers and students.

This teacher must have an intense sympathy with adolescents, and a permanent and emphatic interest in them. No one can teach a high-school boy to the best advantage, who does not have an abiding consciousness of that boy, his needs, his traits, his environments and all other things touching his life. The way of approach to the teacher ought to be made easy by him in leading the youth, step by step, to see that his highest interests are subserved. The door to such an

approach ought always to be ajar, and the way should grow more and more familiar by use. By this means can the indispensable personal relations between the ideal teacher and the student be preserved.

The ideal teacher must be democratic in spirit and dignified in bearing, in order that his life, his teaching, and his magisterial product may promote the highest welfare of the government of which he forms a part. Upon this teacher, in largest measure, rests the responsibility of keeping forever the spirit of democracy, because from almost all other institutions democracy has come and gone, or has come and is going. If governments by the people are to be preserved, schools for the whole people must be encouraged, enlarged, dignified, and kept democratic. In preserving all these things so dear, the personality of the teacher is the paramount factor.

The ideal teacher must take an active interest in all civic and ecclesiastical questions tending to mold or crystallize community sentiment. The influence of the teacher ought to overshadow the community in which he lives, and ought to be a guiding power in directing scholastic and municipal life. Whatever makes for civic, ecclesiastical or municipal improvement may properly demand a share of the teacher's attention.

Scholarship.— The second quality of the ideal teacher concerns scholarship. It will be accepted without argument that no one whose scholarship is limited to graduation from the kind of school in which he teaches can do justice either to himself or his classes. The scholastic attainment of our ideal teacher must then represent more preparation than can be secured in the secondary school. After the high-school course has been completed he ought to go for two years to the best state normal school or school of education available, and follow this immediately by sufficient work to secure the bachelor's degree at one of the best colleges. If the work ahead of him as a teacher demands greater specialization than he has been able to get up to this time, he may spend two or three summers in the university and take his master's degree in the line of work in which he has found his greatest strength and interest.

Now comes the critical period, demanding that his knowledge be matured, rectified, and proved by the real work of teaching. The thought-plane of the teacher ought always to be the same as that of the student. With the ideally prepared teacher this will always be found. When preparation for this kind of teaching has gone beyond

that mentioned, the thought-plane is elevated, so that the boy is not recognized but only the man. Work in original research, and that leading to the Ph.D. degree are very likely to make the teacher become absorbed more in his work than in the student to whom this work may be presented.

Whenever any teacher's scholarship reaches such a point that he is more interested in his field of work than he is in high-school boys and girls, he ought no longer to teach boys and girls, but men and women; and hence his sphere of labor should be transferred to the college or university. This is the line of demarkation between teaching boys and teaching a subject. In this may also be seen the difference between the vital, inspirational, sympathetic teacher in some secondary schools, and the dead, uninteresting, heartless teacher acting simply as a condenser and distributer of knowledge for some college or university.

I do not mean that the thought-plane ought not to be subject to daily change, but when the condition would be improved "the fodder ought to be placed lower in the trough."

Special professional preparation.— The period of adolescence covers practically the period of secondary education. The adolescent is unlike either the child or the man; and hence the ideal teacher, having to deal with an individual differing from others, must have a different kind of professional knowledge and training. Public toleration of poor teaching is less for the secondary than for any other school, because the public mind does not grasp the greater difficulties presented in this school. The service is difficult; let the teacher have all the knowledge obtainable from schools of education and normal schools, because the erratic boy or girl may prove the exception to all previous cases studied and all deductions made.

G. Stanley Hall's *Adolescence* ought to be the bible of all looking forward to secondary teaching, and to most who are teaching in secondary schools. This treatment of the adolescent may yet show us the Moses and the Promised Land.

It is absolutely essential to the ideal that this teacher be a close student of adolescence. The primary teacher may attain great success in her field of work without the knowledge coming from this kind of professional study, and so also the college and university teacher whose interest is expected to be limited largely to subject-matter. He regards his work entirely finished when he has presented

the truths of the subject in proper order and very generally cares little whether his students obtain great things from him. He defends his position by saying that he is teaching men and women who know why they come, and it is not his business if they fail in grasping all he presents; but the man who teaches adolescents must know boys and girls from thirteen to eighteen years of age.

In addition to reading the best thoughts of the great teachers, the ideal teacher must be a daily student of youth. By this means years of experience and struggles with large and ever-changing bodies of students will lead him to know almost intuitively what is best to do with and for each student.

Progressive improvement.— It is peculiarly true of the secondary teacher that no amount of professional reading and study can ever take the place of extended experience involving close contact with secondary school students. The walls of partition have to be broken down and access to the teacher, not only made possible, but invited and urged.

A senior in a great normal school or college of education can tell you precisely what to do with a boy under any and all conditions; but real contact with a boy in a real school soon shows such a senior that a boy has much to do with what is accomplished in him, and so the ideal teacher can neither depend on theory nor on practice, but upon a judicious and harmonious molding of both.

Accordingly no ideal teacher can remain so who does not spend at least every fifth year, or one-fifth of each year in mastering the best and newest theories presented by the best colleges of education and normal schools.

STRATTON D. BROOKS
Supervisor of Schools, Boston, Mass.

The ideal secondary-school teacher should possess at least the characteristics included in the following groups:

Personality.— Tact, interest, and sympathy was the trilogy with which Professor Münsterberg put to rout the advocates of psychological training as the fundamental element of success in teaching. These three characteristics are, and ever will be, the fundamental ones of every successful teacher. They are the qualities which enable mediocre intellect to render acceptable service. It is because of them that teachers of limited training rise to conspicuous heights. Every

school, however poor the preparation it offers, however inefficient the training which it gives, yet sends forth some men or women whose personal qualities make them real teachers. It is their success that the school offers as evidence of its own superiority, or as conclusive proof that extended professional training is unnecessary; though, in truth, the success of the poorly trained is most often due to the presence, and the failure of the well-trained, to the absence of the three essential characteristics, tact, interest, and sympathy.

In addition to tact, interest, and sympathy there are other elements making up the personality, many of which have such a bearing upon success that we wish our ideal teacher to possess them. A pleasing personal appearance, a keen eye, a well-modulated voice, and good health are much to be desired. Honesty, truthfulness, fair-mindedness, absolute uprightness of character so ingrained as to make itself manifest in manner of living rather than in words — these must be demanded of all who aspire to any leadership of boys and girls, or who hope to be concerned with any education really worth while.

An understanding of youth.— The ideal teacher must know his pupils, and know them so thoroughly that he can deal with them with tact, interest, and sympathy. I do not mean that knowledge which many fluent speakers on child-study possess, that knowledge which says that a child at ten has such and such characteristics, while a child of fourteen is so and so. I mean rather that knowledge of boys and girls which, taking all the aid it can from the generalizations of paidology and every other "ology," deals directly with each boy and girl, or with the assembled boys and girls, with such accurate interpretation of their thoughts and feelings that every appeal, whether to emotion or to reason, is adapted to the case in hand.

By thus emphasizing individualization of appreciation of the mental attitudes of children I do not mean to reject the generalizations of child-study. In fact the general similarity of children of the same age is so markedly different from that of children of another age, that teachers who have for years devoted themselves to the appreciation of the mental attitudes of children of one age find great difficulty in adjusting themselves to the different conditions presented if they are asked to teach children much older or much younger. Thus the high-school teacher has a habit of interpretation of mental attitudes which will fail him in the grades, while the teacher of long experience in the

grades will in a similar way misinterpret the high-school pupils. This ability to appreciate the mental attitudes of children of high-school age is the *sine qua non* of the ideal teacher of secondary-school children, and must cover both the emotional and the intellectual sides of child life. A superintendent may visit room after room. What he says and does may please and instruct. He may bring with him an air of good-will and jollity to which the school will respond and on account of which every child will like him. Yet all this may not affect in a lasting way a single child. With the teacher it is different. He cannot come and go. It is his to share all the varying moods of all his different children. Through their love and interest and pleasure and ambition he moves them toward sound characters, but none the less through their hate and anger and displeasure and doubt must he accomplish the same end. In intellectual matters must he also be quick of perception, and appreciation. He will allow the students time enough but not too much, the currents of thought must not acquire the weedy stagnation of the inclosed pond, nor yet the futile shallowness of the bubbling brook. He must recognize the full flow of the mental current and change from topic to topic or lesson to lesson at such a time and in such a way as to carry over from one to the other the greatest amount of force and strength. He must perceive the flow and the ebb of attention and power and set the hardest tasks when they have greatest chance of successful accomplishment. He must read with ease the subtle signs which indicate the approach of fatigue. He must be aware that the vigor of attack depends upon the kind of fatigue which precedes and cunningly devise the presentation of each subject so that it gains most or loses least from its relation to the preceding.

The characteristics which have been included in the three preceding groups are essential and fundamental but they are by no means the sole characteristics of an ideal teacher. They have been placed first because more largely than those which follow they are the result of birth rather than training. Alone they are of small value, but through them and because of them the teacher may most effectively use the additional educational weapons with which he may be equipped. The professional school may do much to bring out and to strengthen them, but even their complete development in the school of experience is not uncommon, a condition which seldom exists with reference to the remaining groups.

Scholarship.— The ideal teacher must know his subject accurately and thoroughly lest he be justly compared with the teacher to whom a master of the Latin school said, "You are an excellent teacher of things that are not so." The appeal for ample scholarship has been so often made that its repetition is unnecessary. I wish rather to point out that in itself alone it may be a hindrance rather than a help. It is only when high scholarship is possessed by a man who knows children that it reaches its highest. The teacher fresh from college knows his subject, but he does not yet know how much of his subject is adapted to high-school pupils. Of such a teacher it has been said with some show of truth that his "efficiency decreases in proportion to the square of the distance he has gone into his subject." The most brilliant scholars have greatest difficulty in their first years of teaching in coming down to a high-school class, and for this reason experienced principals prefer those of lower rank in scholarship.

In his knowledge of the subject the teacher should include, therefore, both the final goal toward which he is leading the pupils and the present position of the pupils on the journey. The highly educated teacher may know only the former; the teacher of limited education may know only the latter. The arithmetic teacher who knows only that the class are "going to page 126" as set down in the course of study, and the teacher whose vision ranges so far ahead into algebra and higher mathematics that he does not know that his efforts to "open vistas" of distant mathematical fields are hindrances to real progress, are both alike far from the ideal. It is clear, however, that the possibility of the ideal exists only with the one possessing the more extended education.

The spirit of research.— The ideal teacher must possess the spirit of research. No man can set boundaries to mark the amount of knowledge desirable in any subject. So long as the teacher remembers the capacity of his pupils there are no limits beyond which he should not go. The ideal condition is not determined so much by the distance that a man has gone into his subject as by his attitude toward it. The desirable, or better, the essential attitude is that of research, that determination to know the truth within a certain field and, if possible, to extend the boundaries of that field. The teacher fresh from college may know his subject but if he lacks the spirit of investigation he will not keep in touch with the changing character of that subject and will degenerate into a mere time-server. In ten

years the teaching of Latin has been greatly improved, but there are many teachers, once excellent, who are unaware of the changes which have taken place. Only those teachers who are filled with the spirit of research can keep themselves among the foremost of their time.

Selective judgment depending upon special professional studies.— The attitude of research demands that the teacher be able to judge and to choose. Not everything that appears in regard to any subject is the truth, and not all of the things which are true are usable in our teaching. The teacher must sort the true from the false and decide how the truth will modify his teaching. This judgment demands a critical attitude which can come only from thorough training. A philosophical training of such breadth and depth as to enable the man to judge sanely and soundly is essential. Since this judgment is concerned with determining the educational value and educational results of material presented in his special field it is well that this philosophical training include the sciences most closely related to education such as psychology, ethics, and sociology. Furthermore no judgment of the value of educational material, will be of value if it be not made by one who has some standard of educational worth which is in accord with the general educational situation of the times. A training in educational theory and principles thus becomes part and parcel of the ideal teacher's professional equipment.

The critical attitude applies not only to material but to method. The ideal teacher is not so much in need of a method of teaching as he is of a knowledge of different methods sufficiently wide to enable him to judge safely as to the desirability of adopting any new method or device which may be proposed. The teacher who comes out of school or college equipped with a method which works is less liable to become the ideal teacher than the one who has been made conversant with the major purposes and some of the minor devices of many methods to the end that he may have a discriminating attitude toward methods and be able to select those which lead to the ends which his own educational philosophy has established as the purpose of education.

Such an appreciation of educational aims and educational methods can come only in connection with some study of the history of education. A knowledge of what the world has done will not only aid in the comprehension of what it is attempting to do, but it will also prevent the expenditure of effort along lines that have proved

unavailing. The scholar possessed with the spirit of research toward both material and method will of necessity be an experimenter. It is essential that he know what has been tried both that he may judge of the value of methods proposed by others and that he may avoid directing his own experiments into channels which have long since been shown to lead to undesirable results. Our ideal teacher must therefore in his practice make extended use of his knowledge of the history of education.

Progressive improvement.— The ideal teacher must be able to read with discrimination and judgment. The professional school may give some foundation for the attainment of the ideals set forth, but it can do little more. The teacher must maintain himself, and the hundreds of teachers whose worth has not improved in the last decade are witnesses to the fact that this is far from easy. In order to maintain himself he must read. It is by reading that he shall keep before him the fundamental elements of his training and render them effective in his work; but, on the other hand, it is the character of his fundamental training which determines whether his reading shall help or hinder. Only the scholar can read the periodical literature of his special subject and sort the true from the false. Only the well-trained man can read the educational journals with his mind open to conviction and yet avoid following strange gods. Only the man with extended professional training can determine the validity of the psychological, ethical, or sociological presuppositions which underlie some new method which on the face of it seems desirable. It is perhaps fortunate that the under-trained teacher is little prone to investigation and progress, or we should have greater damage than we do now from ingenious and plausible presentations of educational foibles which a sound theory of education must reject.

Summary.— Such is my conception of the characteristics of an ideal secondary-school teacher, and it is evident that professional training will do much toward attaining to that ideal. Tact, interest, and sympathy it cannot give, but it can furnish such soil and surroundings that the seed already sown may come to an abundant fruitage. To him who has tact, interest, and sympathy it may reveal the child. It may promote scholarship or accept it from the non-professional college; but in either case it may give to the spirit of critical research that turn which directs it toward educational results. By implanting educational ideals it renders possible a saner judgment of educational

values, which in turn assists in the selection and evaluation of methods. From the history of the past and the literature of the present it seeks to retain the value of experimentation while avoiding waste of time and energy in the repetition of experiments.

DR. A. F. NIGHTINGALE
Formerly Superintendent of High Schools, Chicago, Ill.

In our earliest childhood we learned from the lips of wisdom that the largest success in life, whatever our calling, profession, or business would come only as we had the highest ideals. A high ideal, however, is of little value, and will change neither "spots nor color" unless our aim be fixed constantly toward that ideal. The motive, the moral attitude, is the most essential thought in one's life.

The question of sex.— Before discussing the essential qualifications of the ideal secondary teacher, let us touch upon that division of the subject which is attracting much attention, provoking much dissension, and bringing into view a startling array of statistics, viz., the ratio of women to men in the public schools of the United States.

While this question has special relation to the common schools, it is a factor which cannot be eliminated in the solution of the high-school problem, and enters with irritating effect into our reflections as to the quantity and quality of those credentials, physical, intellectual, and moral, which the welfare of our secondary schools demand of every teacher.

His Reverence, the eminent Bishop Spalding, of Peoria, some time since said, "Women are employed almost exclusively in our public schools, because their services are cheap;" and added that the same motive would justify us in employing convicts as a still more frugal method of employing teachers. Without commenting on the worth or the wisdom of the statement especially regarding "convicts," is not the bishop correct, when we get down to the final analysis of the motive which prompts the employment of such an abnormal ratio of women in our schools?

It is a maxim in all other kinds of business that the best is the cheapest, but in securing teachers, boards of education seek to be justified in reversing this truth, and making the cheapest the best. Go where you will you hear it said, "We need more men, but we cannot offer the salaries they demand." This is a true statement, and as sad, as degenerating, and as degrading as it is true, and therefore

ought not the sex, which represents the pathos, the purity, the piety of this world, through whose nurturing influence the flowers of hope are made to bloom perennial in the garden of the heart, whose solace is a surcease of sorrow, and whose soul, instinct with the love of maternity, goes out toward childhood, to mold it through sympathy as does no other influence save the directly divine — ought not, I say, the sex to combine in their majestic potency to make this statement a libel rather than a truth?

In Massachusetts, from quite recent statistics, of all its public-school teachers 90.5 per cent. are women and only 9.5 per cent. are men. In Illinois 71.3 per cent. are women and 28.7 per cent. are men.

The ratio of men is constantly diminishing.— I am one of those who believe that the same work performed with the same skill, and producing the same beneficent results should receive the same pay. I also believe that at present there are more men than women thoroughly well qualified to teach in our secondary schools, and that therefore the large ratio of women to men in these schools militates greatly against the quality of the work they ought to turn out, as the crown of our public-school education and as fitting-schools for colleges.

I would not be misunderstood. I believe in the higher, the highest education of woman. I am in hearty accord with her purpose and ambition to enter all the professions, all the trades, all the departments of industry. She is entitled to the right of way along every avenue where moral character is to be molded, intellect developed, or support secured. I only insist, and I believe my position is sustained by the logic of nature, and by the necessities of the age, that a parity of number shall be maintained in our high schools, that where education, experience and ability are alike, there shall be as many men as women employed, and that there shall be no discrimination of salary based upon sex.

Moral character.— Since the age of pupils in our secondary schools is such, that these pupils respond to influence virtuous or vicious more readily than in any other period of their lives, and since the end of all school education is character, the first essential of an ideal secondary-school teacher is moral character. Without this, and of a very pure and exalted kind, no one can be an ideal teacher, however rich may be the scholarship, rare the knowledge of the child or ripe the experience.

Scholarship and academic culture.— It is a trite saying that edu-

cation is a primal qualification for those who would mold the pliant mind of childhood, and shape it into a character that shall bless the world by its influence, but education is a term which in our time is too loosely defined.

I have great respect for specialists who fill the measure of their days in investigation and research, seeking after and delving into hidden things in the universe of God's thought, in the realm of nature. I honor the philosopher who spent his life upon the Greek article, and in dying sighed that he had not given his years to the dative case; but I would not employ him as a teacher of elementary Greek in our secondary schools. We look to the laboratory and the cloister for those revelations which revolutionize scientific thought, and present to us the origin and development of psychical entities; we bow in silent awe before those who discourse with such eloquent and unlimited verbiage about child-study and the concentration, correlation, and co-ordination of the various branches of learning; but the student who gives his life to the laboratory, and the teacher who stands before the living child are two different individuals. The physicist and chemist who teach our youth should sit not only at the feet of Helmholtz and Leibnitz, of Faraday and Thompson, but at the feet of Homer and Dante and Shakespeare as well. The classicist who unfolds the beauties of Cicero and Homer should also be well tutored in mathematics and science. Our colleges differentiate too early. Candidates for positions in our secondary schools should not commence a university course at their entrance to college.

I desire to make a plea for broad culture, symmetrical training, an all-around education in language, mathematics, science, and history; and for a persistent and never-ceasing study of English classics and English literature. For, as President Eliot says, "The power to rightly understand, to critically use the mother-tongue, is the consummate flower of all education." I believe in departmental work in our secondary schools as in our colleges, but the spire should be built on the top of a finished building, resting on solid foundations. One, then, who gives all his college life to a single subject, pursuing besides only those studies which are intimately collateral, may be giving full rein to a marvelous genius, and preparing himself to become a benefactor in the discovery of some secrets in the physical or psychical world, which shall ameliorate the condition of humanity and hasten the millennium; but such a person deserves no place as a

teacher of youth in our secondary schools. The education of a teacher should be first general, then special. I have seen it written,

> All art seeks the highest form of expression for what it creates. The cathedral is the highest expression of art in architecture; the oratorio and symphony in music; poetry in literature, and eloquence in oratory. As the human soul is God's expression of what is greatest in man, so that is the greatest of the fine arts which shall express the most of man's greatness. Knowledge in all its forms, is the marble in the quarry, or dragged up on sledges a little away from the primeval mud. Literature is the subsequent statue, full of grace and snow-white in purity. Language then as the gateway to the soul's highest expression is the center about which all studies correlate.

I would make language then, ancient, modern, foreign, native, the basic study for all who would become successful teachers. Upon these foundations laid deep and strong, I would build a superstructure, scientific in character, mathematical in correctness, historical in breadth; and upon this building poetical in its symmetry, beautiful in its proportions, richly plain and plainly perfect in all its inner furnishings, there should rise some magnificent turret, original in design and typical of a special genius, which should tell to all around its exact location and for what it is specifically adapted.

The very minimum of preparation in scholarship should be a college education; an education general in character, removed at least four years from high-school training; and where circumstances may permit I would add one year of resident graduate work along specific lines, and two years of study and travel abroad.

Progressive scholarship and social activity.— This education, however, to the real student, to the scholarly scholar, will be but a beginning of those intellectual possessions which shall be easily and delightfully acquired as the years unfold; but one who, having secured the meager discipline of a high school, attempts to acquire the knowledge and power sufficient for a secondary teacher, through university extension circles, Chautauqua courses, summer schools, normal schools, and private study, will ignominiously fail to secure that kind of scholarship which the needs of our secondary schools demand.

The real teacher will always be a student. He will not spend his years in riotous living, his evenings in social pleasures, nor his leisure in flattering his own conceit by writing books for an already congested market. He will be furnished with an ever-increasing library

of his own, he will be a patron of the public library if one is at hand; he will be a social power in the community where he lives, the inspirational center of every literary circle, and more than a Delphian oracle to all the young people around him.

But "pity 'tis, 'tis true," intellectual attainment, education, is only one of the essential elements of a teacher's equipment. You may call it the headstone of the corner if you please, but the headstone of the corner is only a small part of a great structure.

Temperament and personal qualities.— Much, I shrink from thinking how much, depends upon the temperament of the teacher. Many a school has been ruined, many a pupil's life has been spoiled, and the current of his activities turned into wrong channels, by some teacher, whose words, sharper than a serpent's tooth have produced irremediable wounds. A dyspeptic, the victim of a disordered stomach, who enters the schoolroom under the influence of "an undigested bit of beef, a blot of mustard, a crumb of cheese, a fragment of an underdone potato," is a maniac, and a patient public should insist upon his retirement. A cross, peevish, nervous, sarcastic, wizen-souled, torpid-livered man or woman has no business with the profession of teaching. To be a teacher, a guide, a trainer, a safe counselor of youth, one must be a paragon of kindness, patience, and love; not a kindness that encourages disorder, not a patience that brooks an insult, not a love that borders on maudlin sentimentality; but a kindness, patience, love that are divinely given, divinely developed; these virtues, these graces, should be so enthroned in the mirror of the soul, so interwoven into one's intellectual attainments, that a company of youth sitting day by day under the benignant influence of such a character, would be molded into such a oneness of industry, ambition, and appreciation, that the memory of that teacher would forever be the Mecca of their deepest gratitude. While a pupil bright, industrious, keen in perception, quick in adaptation, appreciative, thoughtful, excites our admiration and tempts our best attention, it is rather the dull pupil, whose hereditary possessions are few, but whose application is diligent, who has never yet felt the touch of a master hand upon his sleeping talent, and the mischievous pupil, who is in a constant state of natural ebullition and whose intellectual fermentations find vent at most inopportune times, that call forth our highest talents, and test our real ability. These are the pupils that try our patience, and exhaust our kindness; and yet these are the

pupils whose welfare demands the richest products of a most serene temper and who will not brook either acrid words or an attitude of indifference, and the teacher will become the true teacher only as he secures the respect, wins the confidence and gains the absolute affection of the dull, the indolent, and the mischievous; and these will come only as a result of an exhibition of patience and kindness which is second only to scholarship in a teacher's equipment.

The silent influences of nature are stupendous in their results. We see them in the blade of grass, the unfolding leaf, the bursting blossom. They are everywhere present, night and day, noiseless yet maturing, producing all that is beautiful, and sad to say, all that is baneful. In the very breeze that fans us as we walk the streets may lurk the bacteria of disease as well as of health. It is equally true and equally demonstrable, and without the aid of a microscope, that every person carries with him an atmosphere of good or evil; and far more eloquent and infinitely more impressive than all his precepts and all his professions, is the silent influence of his daily example.

Power of example.— Personal appearance then bears no insignificant relation to a well-appointed teacher. I do not refer to beauty of face, for sometimes upon the homliest features there sits those qualities of soul that transfigures the person until "his face shall shine as the sun and his raiment be as white as the light." I refer to that personal appearance that manifests itself in tidiness of person, in neatness of dress, in grace of posture, in correctness of gait, in civility of manner, and in all those graces and amenities, whose silent influence will metamorphose character, and establish right habits in those who are to us as clay in the hands of the potter; but a teacher, I care not if his scholarship approaches perfection, who is careless of his personal appearance, slovenly in his dress, awkward in his gait, boorish in his manners, whose taste for the graceful and the beautiful has not been developed, and who forgets that the way he sits and stands and walks, the way he dresses and addresses, is having a silent and incalculable influence upon the character, life and destiny of all his pupils, is not fit to be in the schoolroom. It is no place for cranks and dudes, for people of eccentricities and idiosyncrasies who take more pride in being unique and peculiar than in being civil and gracious. When one's instruction is such as to inspire confidence, then his every attitude will provoke imitation, so that the better the instructor, the more important is it that his per-

sonal appearance, his manners, his dress, his conversation, his every movement shall reflect the Christian gentleman.

Voice and oral expression.— Let me speak of but one more essential characteristic of the real teacher — a gentle, well-trained, cultivated, mellow, musical voice — a voice so attuned to pleasing harmony as to attract the listless, stir the ambitious, inspire the thoughtful. A harsh, rasping, shricking voice, the mouthing of one's words, carelessness and lawlessness of utterance are faults so glaring that their toleration is a constant surprise. There is no sense so acute as that of hearing, and it is through the ear rather than the eye that pupils learn the form and use of words. Poor spelling, the absurd application of technical terms, and the strange answers to questions set for an examination are often more the fault of the teacher than the pupil.

A distinct articulation, a clear enunciation, a proper pronunciation, the taking off of one's hat in respectful courtesy to every English word and to every syllable of that word is an all-important culture to one who would be an exemplar of the English language before his pupils. The reading of the English classics in our high schools is something abominable.

In our intense anxiety to teach literature we have abandoned all attention to voice culture, and while I would not sacrifice thought to utterance, they are to my mind inseparable when one is reading aloud. I am not arguing for elocution in its vicious sense, nor for Delsarte in its excessive forms, but I do contend that we shall not be able to cultivate a literary sense in our pupils, unless we are able to read literature with a full application of its emotional feeling, and awaken in our pupils such an appreciation of the style as well as the content, that they will be aroused to cultivate the ability to differentiate between the pathetic and the humorous, the didactic and the descriptive, in vocal expression as well as in thought comprehension, and not read the "One Hoss Shay," the "Sermon on the Mount," "The Death of Paul Dombey," and "Rienzi to the Romans," all in the same tone, with no stirring of the passions and no change of the features. This is all out of nature. The young woman standing at the bedside of a dying mother, the young man, with all his nerves at full tension contending on the football ground, will each show in the play of every feature, emotions befitting the occasion, and it is quite unpardonable that in our high schools where there should be the

freest exercise of the organs of the voice to insure not only good tone, but a healthy development of other physical functions, the natural should be so subordinated to the artificial, that we are forced sometimes to say that pupils seem to make progress in spite of their teachers.

Summary and conclusion.— In this honest but homely way I have presented some of the qualifications which I deem essential for those who would enter the profession of secondary teaching. Is the picture overdrawn? Are the conditions exaggerated? Do I exalt too highly the teacher as an exemplar of physical health, mental acumen, moral power? Can one who is to guide, direct, control the mental trend, fashion the moral habits and shape the destiny of the youth of this generation be too erudite? If, as Emerson says, "the true test of civilization is not the census, nor the size of cities, nor the crops, but the kind of man the country turns out," then as men and women largely responsible for this civilization, we cannot have our voices too thoroughly trained, we cannot be too careful of our personal appearance, we cannot have our morals and manners, and our relations to society, too nicely defined, we cannot cultivate too even a temper in all our methods of discipline, we cannot enter the profession with a scholarship too rich, ripe and rare, nor improve upon it in our experience with too much reading, reflection, and study.

When there shall be a parity of salaries among men and women, when they shall have all their powers fully and ornately developed, when moral character as well as mental equipment shall dominate in the choice of teachers, then will our secondary schools excel all other agencies, in advancing and perfecting the civilization of the twentieth century.

J. F. BROWN
Inspector of High Schools, State University of Iowa, Iowa City, Iowa

This paper will be limited to a very brief statement of the qualifications which the writer conceives to belong to the ideal secondary teacher. No attempt will be made to discuss these qualifications at length.

Personally.— The ideal secondary teacher should have good health and sufficient strength to endure without serious fatigue the drafts made upon his vitality by the teaching and by the nerve-strain incident to the control and direction of impulsive, buoyant youth.

Poor health and lack of endurance on the part of the teacher are responsible for many misunderstandings and consequent lack of hearty co-operation between teacher and pupil. He should be able to command the respect and confidence of pupils. If to this faculty there can be added a personal agreeableness that wins well-sustained popularity, so much the better. He should possess a certain sprightliness of spirit which renders him at all times a match for the more or less spasmodic spirits of his pupils. He should be able to understand and enjoy the innocent enthusiasms of youth. He should have a healthy sense of humor, a great power to enliven the monotonous routine of daily work, and to take the sting out of an unpleasant situation. The ability to see and enjoy the humorous and to relieve the tension of a seriously uncomfortable position by a well-timed humorous remark is of special value in the management of boys.

He should possess self-control, not cold stolidity or unbending dignity, but a never-failing command of himself and his resources, showing itself in position, movement, and word, and perhaps most of all in the voice, that wonderful power for good or ill in all social intercourse. This self-control usually manifests itself in a certain repose, not pose, of manner which is a great power in determining the atmosphere of the school. He should have a strong interest in human nature, especially in the ultra-serious moods and the tempestuous impulses of youth. This interest breeds appreciation and sympathy. He should be able to understand and to let his young friends know that he understands, even though he may disapprove and chide. He should believe in boys and girls and have faith in the greatness of the work in which he is engaged. His deepest convictions, his ideals, and his habits should make for good citizenship and high character. He should be a man, she should be a woman, in the best sense of the terms.

Scholarship.— The ideal secondary teacher should possess a scholarship broad enough to give him a fair appreciation of the world's work and of the whole field of human culture. He should understand and appreciate the work of men and women outside his own field of labor, and he should be able to mingle with them in social and business relations without showing too plainly the earmarks of his own vocation. He should know enough to know there are many fields of human knowledge and effort just as important as his own even though they may not be so interesting for him.

His knowledge of his own particular subject should be thorough enough to enable him to spend his energy in studying the needs of his pupils and in devising the best methods of presenting his subject, rather than in the mastery of the facts with which the subject has to do. He should be able, on occasion, to entertain, instruct and inspire his pupils by lecturing to them — a much easier task than that of securing good oral or written work from them. He should have sufficient scholarly interest in his subject to incite him to constant advancement in it. He may even contribute something to the sum total of human knowldge in his chosen field. A very important though necessarily somewhat limited sphere for his activities may be found in the writing of textbooks. Good secondary teachers must necessarily study methods of presenting their subjects, hence the excellence of many textbooks prepared by them. The teacher's knowledge of subjects closely allied to his own should be sufficient to enable him to bring out clearly the relationship existing between them. He will probably be more efficient if he can teach two or three subjects equally well.

The extent of his scholarship measured in terms of school degrees cannot be dogmatically stated. There are many exceptions to any definite rule. The writer's observation leads him to believe that the bachelor's degree from some good college or university is none too much as a minimum. In many cases it is clearly insufficient, for example, when the course pursued has included a little of many subjects but not enough of any one to give an adequate knowledge of it. If to a well-selected college course there can be added a year or two of graduate study along special lines, the equipment is so much the better. But when this advanced work is done, the teacher sometimes needs to be reminded that his duty is not primarily to make scholarly specialists of his high-school boys and girls, but to train them in thought, power, and character by means of the various instrumentalities of the school, his particular subject being one among many others.

Professional knowledge and training.— The professional preparation of the ideal secondary teacher should include, first of all, a knowledge of educational psychology, especially the psychology of the adolescent period. Such knowledge constitutes a rational basis for patience and skill in dealing with the eccentricities of youth. He should know something of educational values and understand the

philosophy underlying the school course of study. This should assist him to act wisely in the adjustment of work to the needs of the individual.

Every secondary teacher should have some knowledge of school organization and administration in order that his part in it may be intelligently done. If his duties be executive to any considerable degree, his knowledge of this subject should be correspondingly greater. Some experience is necessary before the ideal teacher arrives. That experience may well be gained in a small high school under the direction of a competent superintendent or principal. The teacher will not be unfortunate if, in this apprenticeship, he is required to teach several different subjects.

The writer firmly believes that many of the mistakes made by inexperienced teachers in their first service could be avoided if they could have the advantage of observation-classes and practice-teaching under skilled supervision. However well the lecturer may tell the things to be done and the things to be avoided, the mere telling is necessarily more or less abstract in its nature. Actually seen or done they become concrete. The pupil-teacher's attention has been fixed upon an important fact or principle which might otherwise have been overlooked. The professional training of the ideal teacher should also include some consideration of the school as an institutional member of the social organism and of himself as a personal member of that organism.

III

THE PRESENT STATUS AND PERSONNEL OF THE SECONDARY TEACHING FORCE IN THE UNITED STATES

EDWIN G. DEXTER
Professor of Education, University of Illinois

The plan and method of this study.— Since there is no general prerequisite to admission to the teaching force of our secondary schools, it was recognized that the teachers themselves must be appealed to for the facts upon which to base this study. Consequently, in October, 1904, there was sent to the principals of 1,144 of our public high schools the following letter and blank:

THE UNIVERSITY OF ILLINOIS
DEPARTMENT OF EDUCATION

URBANA, ILL., Oct. 5, 1904.

DEAR SIR OR MADAM: — The next Yearbook of the National Society for the Scientific Study of Education is to be entirely devoted to the question of the preparation of teachers for our secondary schools. One phase of the question — that of the present preparation of the teaching force — has been assigned to me. In the name of that society I am, then, asking you to fill out the inclosed blank for yourself and each of the teachers of your school, and return it to me at your earliest convenience. I fully realize that such requests may seem a burden, but know of no other way to secure the information than through direct appeal to the principals.

Thanking you in advance, I am,

Yours very truly,

EDWIN G. DEXTER.

To Principals of High Schools.

THE NATIONAL SOCIETY
FOR THE
SCIENTIFIC STUDY OF EDUCATION

STUDY OF THE PREPARATION
OF HIGH-SCHOOL TEACHERS

.....School.

.....Town or City, and State.

a	*b*	*c*	*d*	*e*	*f*	*g*
Teachers (Name or Initials)	College	Normal School	Degrees	Present Salary	Years as H. S. Teacher	No. Subjects now Teaching
1						
2						

[Space for twelve teachers.]

If initials are used in column *a*, indicate females by (*f*). In columns *b* and *c*, give names of institutions. If not a graduate, use a number to indicate years of attendance.

If pedagogical courses were taken in college, add *P* in column *b*. If practice-teaching was done in connection with such courses, add *PP*.

..... Principal.

In each instance a stamped and directed return envelope was inclosed. Since it was seen that not all the secondary schools of the country could be appealed to because of the great expense involved, it was decided, first, that only public high schools should be covered by the study; and second, that states should be selected fairly typifying the different portions of our country, and that the blanks be sent to each school within those states, as shown by the tables for public high schools in the 1902 report of the United States Commissioner of Education. The following states were therefore canvassed: Massachusetts, Connecticut, Rhode Island, Delaware, District of Columbia, North Carolina, Alabama, Illinois, Minnesota, North Dakota, Colorado, Montana, Idaho, New Mexico, Utah, Washington, California, Nevada, Indian Territory, Arizona, and Wyoming.

With the sole exception of the city of Boston, which was believed not to be typical of American high-school conditions, each high-school principal in each of the states mentioned received the blank — unless the mails miscarried. In addition to the information so received, the 261 high schools within the state of Illinois either wholly or partially accredited to the state university were studied by means of the blanks on file in the office of the high school visitor. Since, however, these did not cover the facts included in Topics 13, 14, and 15, of the following tabulation, Illinois does not figure in the study for those particulars. A few states having but a limited number of high schools failed to make any response whatever to the letters sent out, and as a consequence do not figure in the study. Those which

made a more or less general reply and so are included are as follows: Massachusetts, Connecticut, Rhode Island, Delaware, District of Columbia, North Carolina, Alabama, Illinois (as explained), Minnesota, North Dakota, Colorado, Montana, New Mexico, Utah, Washington, and California. Although in the tabulation which has been made of the returns each state was considered separately, it has not been thought wise to print the extended tables in the Yearbook, so in a general way the geographical divisions made use of by the Commissioner of Education in his printed reports have been followed. The one exception to this is in the fact that the South Atlantic and the South Central divisions are combined, the two together only furnishing sufficient data for a single group large enough to reduce the probable error due to accidental variations, to a safe working basis. The following table gives the statistical results of the study for four great geographical divisions of our country as well as the totals for the whole country. It has seemed to me that the simplest way to discuss these findings is to consider each topic of the table as shown in the left-hand column separately, or at least only to make such groupings as shall express most plainly the facts.

It is no more than right to say that the considerable labor of preparing the table has been done under my direction by Mr. C. C. Burford, graduate student in the Educational Seminar of the University of Illinois.

General conditions covered by the study.— (Topics 1, 2, 3, 4, 5, and 6.) As will be seen (Topic 1 in the table) the total number of schools appealed to for information, or for which it was already at hand, was 1,305, or about one-fifth of the total number of high schools in the country. In the next line it is shown that 583, or 44.6 per cent., are covered by the study. If we subtract the 261 Illinois high schools from that number we find that but 322 out of more than 1,000 high schools directly appealed to, or less than 33 per cent., took any notice whatever of the letter. Although I fully recognize the fact that appeals for information have become something of a nuisance, considering the fact that the request came from the National Society and that the reply was made as easy as possible and without expense, the meagerness of replies seems to me to be something of a reflection upon the general educational interest of our high-school principals. Undoubtedly, too, the meagerness of return, indicates that we are studying a selected group of high schools rather than the typical

TABLE I

	North Atlantic Division	South Atlantic and Central Division	North Central Division	Western Division	Total
1. Number of high schools	341	122	510	332	1,305
2. Schools reporting:					
Number	160	26	313	84	583
Per cent	46.8	21.3	61.2	25.2	44.6
3. Number of male teachers	421	101	817	234	1,573
4. Number of female teachers	1,178	156	1,027	285	2,646
5. Total number of teachers	1,599	257	1,844	519	4,219
6. Average number of teachers to schools:					
Male	2.6	3.8	2.6	2.8	2.7
Female	7.3	6.0	3.3	3.4	4.5
Both	9.9	9.8	5.9	6.2	7.2
7. Teachers, college graduates:					
Male, per cent	78.6	65.5	66.8	74.3	70.3
Female, per cent	43.2	23.1	63.5	74.3	53.3
8. Teachers with coll. training, not graduates:					
Male, per cent	4.5	10.0	7.7	10.2	7.3
Female, per cent	8.7	13.6	11.8	8.4	10.2
9. Teachers, normal-school graduates:					
Male, per cent	8.3	15.8	20.4	8.9	15.2
Female, per cent	6.5	21.2	16.0	12.3	11.7
10. Teachers with less than above training:					
Male, per cent	2.3	2.0	1.7	2.9	2.0
Female, per cent	7.5	17.7	8.4	7.8	14.5
11. Teachers with special training:					
Male, per cent	5.2	13.0	4.8	5.1	5.5
Female, per cent	3.9	10.0	6.3	4.8	4.9
12. Teachers with graduate work:					
Male, per cent	25.1	24.8	17.6	22.2	20.7
Female, per cent	5.8	4.5	6.5	11.2	6.6
13. Teachers with pedagogical training:					
Male, per cent	7.1	2.0	8.7	29.6	5.5
Female, per cent	5.3	6.3	14.3	25.9	6.1
14. Teachers with practice-teaching:					
Male, per cent	5.4	....	3.2	3.4	2.2
Female, per cent	2.4	....	1.2	10.5	2.3
15. Average salary of teachers:					
Male	$1226	$805	$956	$1219	$1145
Female	589	520	639	889	652
16. Average number of subjects taught:					
Male	3.8	4.1	3.1	3.1	3.2
Female	3.4	3.6	3.0	2.2	3.1
17. Average years experience of teachers:					
Male	8.9	7.8	8.7	7.5	8.7
Female	6.1	5.1	6.5	4.4	6.1

American high school. As a rule we are more willing to furnish information of which we have some reason to be proud than when the reverse is true, and undoubtedly, the general average of the schools making reply was above that for those which have kept their silence. In fact, this is plainly indicated by the returns considered by divisions and by states. If we leave out the North Central division, which is affected by a totality of returns from Illinois, the percentage of returns from the other divisions represents fairly well the relative perfection of what we have reason to believe is the condition of the high-school system. In the instances of particular states this is especially noticeable. It would be impossible to say how much allowance should be made in the conclusions of this study because of these selective influences, but certain it is that until the time arrives when full returns are obtainable, no method of study seems possible that shall eliminate them.

As shown by the figures under Topics 3, 4, 5, and 6 of the table we see that our study covers 4,219 teachers of whom 1,573 (37 per cent.) are males, and 2,646 (63 per cent.) are females, with an average of 7.2 teachers to a school. A comparison of these figures with those for public secondary schools in the advance sheets of the commissioner's report for 1903 confirms our impression that we are studying, though unintentionally, a selected group of schools, for although our study covers roughly but one-thirteenth of the schools it includes about one-sixth of the total number of high-school teachers in the country. This makes our average number per school (7.2) exactly double what the commissioner finds it for all the schools (3.6).

The relation between the sexes in the teaching force in the group of schools that we are studying and in the larger group furnishes an interesting comparison and suggests a question. As has already been stated, in our 583 schools, 37 per cent. of the teachers are males and 63 per cent. are females. In the high schools of the country 48 per cent. are males and 52 per cent. females. Yet we have stated our belief that the smaller group included the highest average of schools from the general standpoint of organization and efficiency. But this same group of schools is taught much more largely by women than is the other. Are we to conclude that efficiency in high-school work is to be gained through its feminization? Such is contrary to the opinion of the majority of general pedagogical writers who have

discussed the needs of the modern high school. It is true that the *a priori* ideas of pedagogues discussing general educational problems have little weight, and perhaps should have little, with school officers who are after real efficiency in school work. Still it has been a surprise to me to find that theory and practice are so wide apart as our figures would seem to imply. An explanation which seems plausible to me is that we have in our study but few of the one- and two-teacher high schools which abound in some parts of the country and that the excess of males in such schools gives the Commissioner his relative showing between the sexes. In support of this hypothesis I find that of the 328 public secondary schools with but one or two teachers that the Commissioner reports from the state of Indiana (chosen at random) 379 of the teachers are males while but 57 are females. This tremendous preponderance of male teachers in the smallest schools that are even classed by the Commissioner as high schools would so throw the balance of the sexes, that from his report, it would be impossible to tell what their distribution is in the better-organized high schools, and make it seem probable that our showing for the limited group has little meaning.

High-school teachers who are college graduates.— Coming now to the figures in our tabulation that have a direct bearing on the preparation of the high-school teacher, and for which so far as I know no comparative data exist, we find, first, that 70.3 per cent. of the male teachers (and it will always be understood that we mean of the group studied) and 53.3 per cent. of the female teachers are college graduates. This means, to be sure, graduates of institutions of every class from the greatest university to the smallest college, but care was taken in the tabulation to see that no recognition was given (except in Class 10) to institutions not classed by the Commissioner as of college standing. This seems to me to be a surprisingly favorable showing. Among the males there are but slight limits of variation for the different divisions. In this respect the females are in marked contrast, the South having less than one-third the proportion of college-educated women upon its high-school teaching force that the western states have, and but little more than one-half that of the East. In fact, almost the entire discrepancy between the two sexes is to be found in the South and East, the western states showing an exact equivalent between the two and the north central states a difference of but 3 per cent. The latter fact is due, no doubt, to the prevalence

of co-education in the higher institutions of learning throughout the central and western portions of our country. The tabulation, by states, of college graduates upon the high-school teaching force shows some interesting facts. Every one of the nine males reporting from Montana had his college diploma, though the group is too small to carry much weight. Minnesota and Rhode Island came next with 86 per cent., with North Dakota, California, and the New England states following close. For the women, California stands at the head, 84 per cent. (2 per cent. more than for men), with Rhode Island second.

High-school teachers with a partial college course.— The above figures, it will be remembered, are for college graduates. Topic 8 in the tabulation covers those teachers who have taken some parts of an undergraduate college course but did not complete it. We have no reason to suppose, however, that in many instances its completion is more than a question of time. The tabulation does not show the number of years taken. In this class of non-degreed college students we find 7.3 per cent. of our male teachers and 10.2 per cent. of our female teachers. If we add these percentages to those covering college graduation for each sex, we find that 77.6 per cent. of the males have come under the influence of the college, with the percentage standing at 63.5 for the women. Throughout the southern states this class of teachers — the ones with the uncompleted college course — seems more abundant than in the other parts of the country, a fact from which we might infer that in the South the college course is looked upon less as a unit than as a composite, parts of which figure as important elements in an educational career.

High-school teachers with normal-school training.— Turning now from the college-trained teacher, we come to that part of our study which covers preparation through dependence upon other parts of our general educational machinery. No. 9 is for the normal schools. From the figures given under it we see that of the male teachers 15.2 per cent. have had such training, and of the females, 11.7 per cent. In other words, out of the whole number of 4,219 teachers but 549 (239 males and 310 females), or 12.7 per cent., were from the normal schools. A study from the standpoint of geographical divisions shows, seemingly, a marked difference on the part of the high schools in the different parts of the country, in their attitude to the normal-trained teacher. In the middle West and the South nearly one-fifth

are so trained, while in the East and far West the proportion is nearer one-fifteenth. Considered from the standpoint of particular states, North Dakota has depended upon her normal schools most fully, more than 30 per cent. of her high-school teachers having been trained there. North Carolina equaled that percentage for the female teachers, but fell far below it for the males. Illinois comes next with 21.5 and 15.5 for males and females, respectively. At the other extreme comes Rhode Island with roughly 4 per cent.; California with 8 per cent., and Massachusetts, Connecticut, Delaware, Minnesota, and Colorado, each under 10 per cent. An analysis of these figures goes to show that perhaps with one or two exceptions the efficiency of the high schools varies inversely with the number of normal-trained teachers. This must not, by any means, be interpreted as meaning that the normal schools are not doing their work well. Far from it. In my opinion no branch of our public-school system is fulfilling more completely its function than our public normal schools. The figures, to me, imply that our high schools do not as a class seem to consider the normal schools appropriate sources of supply for their teaching force, and that they only use such teachers as a makeshift until others, with better academic preparation than the normal school can supply, are available. Such an attitude, if it exists, is certainly one of great hopefulness for our elementary schools, for it means that the normal schools are not likely to be tempted to devote time and energy in an attempt to train high-school teachers when their own needs are so pressing. To my mind the serious problem is not whether the high schools would suffer if the normal schools should turn their attention particularly in their direction, but whether the elementary schools could stand such a change of interest upon the part of the normal schools without serious injury.

There is shown by the blanks, though the fact is not expressed in the tabulation, to be but little lapping over of the groups of college- and normal-trained teachers, there being but fifty-six men and fifty-two women with both a normal and college preparation. Illinois is not, however, covered by these figures, since the facts were not available. Of the teachers included in both groups, eighteen men and twenty-four women, were from Massachusetts. The facts for the whole group would seem to be that between one-fifth and one-sixth of the normal graduates upon the high-school teaching force have also availed themselves of college advantages. It is impossible to tell from the records which work was taken first.

Teachers with less than the above preparation.— Where no data covering preparation were given, as well as when institutions were mentioned which were known to be of less than college- or normal-school standing, teachers were placed in this class. As will be seen, much the larger number so included were women, though even for them the percentage is surprisingly small. Compared with the numbers of persons who have even achieved more than ordinary success in other callings the high-school teachers who have not gone beyond the stage of secondary instruction is very small. In a study which I made of the educational preparation of persons mentioned in *Who's Who in America,* I found that of six hundred and twenty-five clergymen 24.4 per cent. had gone no farther than the secondary schools; of the physicians 7 per cent., of the lawyers 39.8 per cent., and of the college professors 8.6 per cent. Yet our study shows that of the male high-school teachers but 2 per cent. have made so little use of our educational machinery, and of the females but little more than one-third of the percentage of eminent lawyers.

High-school teachers with special preparation.— Topic 11 upon the tabulation covers the conditions for special oratorical or musical or other forms of æsthetic training on the part of the high-school teacher, and has no particular value from the standpoint of our general study. We are led to wonder from the figures what it is that has turned the teachers in the southern portion of our country so largely in the direction of such subjects, yet the group of teachers studied from that region is comparatively small and the excess may be accidental.

High-school teachers with post-graduate preparation.— The facts disclosed by the figures under No. 12 of the tabulation are encouraging, showing as they do, that more than 20 per cent. of our male teachers (29 per cent. of all who are college graduates) and 6.6 per cent. of the female teachers (15 per cent. of college graduates) have carried their academic or professional training beyond the stage of the bachelor's degree. In this particular there is little variation among the males for the different geographical divisions except that in the middle West there is a considerable discrepancy. For the women teachers that division is up to the average, while the far western states are nearly double the average for the other parts of the country. California and Washington are the particular states that contribute most largely to this condition.

College-trained teachers having had pedagogical instruction.—

The next two numbers on the tabulation are intended to give certain particulars regarding the strictly professional preparation of the college-trained teacher. We are forced to confess, too, that they show but little influence as yet on the part of the pedagogical departments in our higher academic institutions. From the column of totals we see that but 5.5 per cent. of the males and 6.1 per cent. of the females have made any use of such departments. This means about one college man in fourteen and one college woman in nine, the country over. The fact is not so strange as it might seem at first thought, for but few pedagogical departments, even where they now exist are more than a decade old; and No. 17 upon the tabulation shows that the average high-school experience of the teachers whom we are studying runs well up to that time. This would mean that a large number of them entered service before pedagogics were taught in the colleges. The forthcoming report of the Commissioner of Education will show that 12,192 students are now taking pedagogical courses in colleges and universities, or roughly, one in seven of the student body. The tremendous excess of pedagogically trained college students shown by the tabulation of the far West, is due very largely to the requirement in California of one year of pedagogic instruction before a certificate to teach in the high schools of the state is granted. This requirement seems to have influenced contiguous states, for all show high percentages in this particular. Except in the same region practice-teaching in connection with pedagogical instruction in the colleges is practically a negligible quantity. In Rhode Island the arrangement between the pedagogical department at Brown University and the high schools of Providence is plainly shown, for 13 per cent. of the men and 16 per cent. of the women teachers of that state report practice-teaching. Other than that, no state in the union save California alone for women, which gives 17.7 per cent. shows that more than roughly one teacher in twenty of those college trained, has had the benefit of the practice-school.

This completes our study of the preparation of the high-school teacher. The other three topics upon the tabulation, unless it be the last, having to do with the conditions under which they work.

Average salary of teachers.— For men this is shown to be at its best at the two extremes of longitude within our country — the East and the far West, the average being about $100 a month for the twelve months of the year in those divisions. It is shown to be about

two-thirds of that amount throughout the South and three-fourths of it in the middle West. Illinois is not included in this portion of the study. My belief, however, is that it would tend to reduce the figures as given. The great difference between the valuation of man's work in the schoolroom and that of the woman is almost pathetically shown. In the East her salary is less than one-half his; in the South relatively more, though absolutely less. Both in the middle and far West the discrepancy is less, but only in the latter division does it approximate a living salary for a person occupying the place that a high-school teacher is expected to take.

Average number of subjects taught.— The figures under this heading are both an inspiration and a warning; an inspiration inasmuch as they show at least for the group of schools studied that something approximating specialization has already come in one high school, and that teachers as a class are no longer expected to cover the entire curriculum: a warning to the prospective teacher not to narrow down too closely in his preparation and so find himself out of touch with school requirements. The figures show that for the country as a whole the teacher may be expected to cover roughly three subjects. Only in the far West is the average less than that, and even there for women alone. It will be noted that throughout the country the women teachers are expected to teach fewer subjects than are the men.

Years of experience.— The figures under this heading were to me surprisingly large, especially for the women. When we consider the tremendous high-school growth during the last ten years (9,489 instructors in 1893, 24,349 in 1903), and that the recruits to the teaching force have been largely recent graduates, we are forced to believe that there are many covered by our study who are well along in years. Still this is as it should be and as we would have it.

Relative efficiency of normal- and university-trained high-school teachers.— It was intended that the part of this report assigned to me should include, besides a statement of fact as disclosed by the study already presented, as full an expression of opinion as possible on the part of superintendents and principals as to what constitutes the ideal preparation for the secondary-school teacher. For two reasons it does not seem to me best to go into any extended discussion of that question in the printed pages of the Yearbook: first, because such a discussion is already in print; and, second, it seems to me that the

expression of fact as disclosed in the tabular study is essentially an expression of opinion as to what should be. The printed material to which I refer occurs in Professor Luckey's *Professional Training of Secondary Teachers*. Since, however, it is possible that many have not yet familiarized themselves with his valuable piece of work I shall quote without comment the summary of his canvass of opinion:

As a further illustration bearing upon the same point answers were obtained from over one hundred city superintendents to the following questions: "In selecting a new teacher, other things being equal would you prefer (*a*) a normal-school graduate, (*b*) a college graduate with, or (*c*) without professional training?" The results show that for the grades (elementary schools) 52 per cent. prefer normal-school graduates, 44 per cent. prefer college graduates with professional training, and 4 per cent. prefer college graduates, but do not consider professional training necessary. For high-school teachers 84 per cent. prefer college graduates with professional training, 10 per cent. college graduates without professional training — "The teacher is born, not made;" and 6 per cent. prefer normal school graduates because "they are more efficient teachers," "waste less time," and "make up for lack of scholarship by skill in teaching." It is interesting to note that the younger city superintendents are almost unanimous in their preference for the professionally trained college graduate.[1]

This quotation corroborates in a way my feelings stated as the second reason for not taking up an extended discussion of opinions; namely, that the facts express the opinion, at least in so far as conditions can keep up with opinion. To illustrate: The tabular study shows that 12 per cent. of our high-school teachers are normal graduates, and Professor Luckey finds that of the 100 city superintendents no larger percentage wanted teachers with that preparation. If our percentage of 12 of normal graduates holds good for the entire high-school teaching force of the country, about 3,000 of that teaching force are normal-school products; but during the last ten years the public and private normal schools of the country have graduated roughly 75,000 teachers. It would be folly to suppose that the high schools could not secure a larger percentage of them if they desired. It is possible that the small percentage of professionally-trained college graduates in high-school work, does not quite so fully express the preference of the high schools as in the previous instance; yet I am inclined to think that we of the pedagogical departments must take it as something of an evaluation of our work. Certainly if ten years

[1] Luckey, *Professional Training of Secondary Teachers*, pp. 175, 176.

from now anything like the meager showing exists we shall be forced to do so. For at present pedagogical courses are offered in nearly three hundred colleges and universities, and at the rate we are now turning out students we could in four years' time replace every high-school teacher in the country with material from our departments. If as the old ones drop out, we do not do so, it will be because our product is not wanted, and a study of facts would certainly be a study of opinion as expressed by school officers in securing teachers.

Summary and comparison.— To summarize briefly the training of our high-school teachers as a class: All have taken the equivalent of eight years of elementary school work and four years of a secondary grade. Roughly 10 per cent. stopped at this point. Twelve per cent. continued through the two years of the normal-school course. Of the men 70 per cent., and of the women 53 per cent. — a little more than 60 per cent. in all — continued their work through a four years' college course, while 8 per cent. more who started upon such a course fell out by the way. These, however, were more than compensated for by roughly 13 per cent. who supplemented their college course with one or more years of graduate work, twenty-nine out of our three thousand (Illinois not included) going on for the doctorate. The remainder of our 100 per cent. of high-school teachers have had more or less special instruction which cannot be measured in academic units. Of our college men and women 5 per cent. had had pedagogical instruction, some of them a little practice-teaching.

On the whole, this is an encouraging record, giving, as it does, an average of roughly sixteen years of educational preparation. For purposes of comparison, however, it might be well to note what the leading European nations are doing in the way of preparation of their secondary-school teachers. In England conditions are much worse than with us, both adequate secondary-school system and special facilities for providing a teaching force being lacking. For France a comparison is not easily made. But in Germany, which certainly leads all the European nations with its system of secondary schools, conditions are such as to make comparison easy. There the secondary schools are all under government control, and the training of the teacher is such a definite procedure that every step can be followed. In Prussia, which may be taken as a type of the German states, the child destined to be a teacher enters the Gymnasium at about nine years of age, after roughly three years of preliminary schooling, and

continues his gymnasial course for nine years. He then enters the university and he spends three or four years there — more frequently the latter — before undertaking his *Staatsexamen*. This is a very serious test of power, including the writing of themes as well as both written and oral examination. An entire year is usually devoted to it. Upon its successful completion a certificate of fitness to teach *(facultas docendi)* is granted and the candidate for schoolroom honors enters the *Seminarjahr*. This is spent at any one of a number of institutions under advanced pedagogical instruction. It is followed by a *Probejahr*, spent as a practice-teacher at some designated *Gymnasium*. This course having been completed, the candidate is placed on the waiting list with the probability of waiting several years before receiving an appointment. But when this comes he is sure of a permanent government position during his years of active life and a pension for the remainder of his days.

If these various steps are counted it will be seen that the teacher in the Prussian secondary school has spent nineteen years at least in his educational preparation and the number is frequently more. There are, too, no short cuts. This is in marked contrast with our own minimum of twelve years; the limit of fourteen years, which is considered respectable, the average of sixteen years and the maximum of nineteen years attained by so few as to be a negligible quantity. It is true that years spent in preparation are not the only factors to be considered in the making of a teacher, yet after all the time investment is one not to be neglected.

The minimum standard of preparation.— It is the opinion of the writer that our high-school system can never fully perform its function nor its teachers attain the status of professional respectability which should be theirs, until they have invested at least four years' time in the academic side of college work, with at least one year's graduate work devoted largely to a theoretical and practical study of school problems. This investment of time can only be gradually brought about, but I am convinced that the not very distant future will see it.

IV

THE PRESENT PROVISION FOR THE EDUCATION AND TRAINING OF SECONDARY TEACHERS IN THE UNITED STATES

MANFRED J. HOLMES
Illinois State Normal University

The increasing annual demand for secondary teachers.— In 1889–90 there were 9,120 teachers in public high schools, and 7,209 in private schools of the secondary class in the United States.[1] In 1901-2 these numbers had increased to 22,415 for public, and 9,903 for teachers in private secondary schools respectively. The average annual rate of increase of public high-school teachers for the thirteen years was about 1,000. The character and vigor of public high-school growth during the last three years will warrant the assumption that this rate of increase has at least been maintained; therefore there must be about 25,000 teachers in our public high schools at the present time (1905).

How many teachers are added annually to the high-school teaching force? To find this we shall need to add to 1,000, the normal annual increase, the number of those who fill the places of teachers that yearly quit the high-school field; but this number is not shown by any available statistics. It is entirely safe to estimate that 15 per cent. drop out each year. (E. J. Bangs, Assistant Superintendent of Public Instruction of Illinois, estimates the percentage at 15 to 25 per cent. George B. Aiton, now nearly fifteen years State Inspector of High Schools of Minnesota, says: "In my judgment, the average term of service of the high-school teacher in this state is not over four years. I exclude men who become superintendents. There are, of course, many who remain in the work for life. Many others teach but a year, two years, or at the most, three years, before marrying. I think I am safe in saying that in Minnesota from 20 to 25 per cent. drop out annually, never to return." In the light of this statement it should be remembered that Minnesota is one of the states in

[1] *Report of the Commissioner of Education* [1902], Vol. II.

which the law prevents persons with less than college graduation from competing for high-school positions.) This means that 3,750 must be added to 1,000, making approximately a total addition of 4,750 to the public high-school teaching force each year. The number of additional teachers required each year by private secondary schools may be conservatively estimated at 1,000, making an estimated total of 5,750 to be added annually to the teaching force in both public and private secondary schools in the United States. This estimate is safely below the actual demand.

The problem stated, and method indicated.— It is the aim of this division of our present study to consider what the universities, colleges, and normal schools are doing toward the education and training of these 5,750, and probably more, candidates that yearly swell the list of secondary teachers. To reach this aim it has been necessary to get at three sets of facts and conditions and examine their relation to each other as well as their significance in the study as a whole; first, the number of actual secondary teachers who have availed themselves of these opportunities for special preparation, and the extent to which they have thus availed themselves. This first set of facts and conditions was included under division III of the general subject, and has been investigated and presented by Professor Dexter. Second, the character and extent of the courses offered by universities, normal schools, and colleges for the preparation of secondary teachers; and third, the number of prospective secondary teachers who take these courses. In addition to the second and third sets of facts, which are considered in this division of the study, the present unsatisfactory status of the preparation of secondary teachers seemed to make it advisable to gather a concensus of opinion as to how universities, colleges, and normal schools can more effectively and fully meet the demand for better-prepared secondary teachers. I have therefore given this a prominent place.

Some of the facts for the basis of this division of our study were already at hand. I should especially mention Professor G. W. A. Luckey's *The Professional Training of Secondary Teachers in the United States,* and the *Reports of the Commissioner of Education.* But the present study required data both different from and supplementary to those already available. I therefore sent the following letter and questionnaire to all the public normal schools, and to 159 universities and colleges, including all the larger ones and all such

as reported to the Commissioner of Education a fair representation of students in "teachers' training classes." In addition I sent to some of the city training schools and the larger private normal schools.

ILLINOIS STATE NORMAL UNIVERSITY

DEPARTMENT OF
PSYCHOLOGY AND GENERAL METHOD

NORMAL, ILL., October 25, 1904.

MY DEAR SIR:— The problem for investigation and study now before the National Society for the Scientific Study of Education is the preparation of teachers for our secondary schools; and the next *Yearbook* will be entirely devoted to this subject.

It falls to me to report upon the present provisions made for the preparation of high-school teachers, and the number of persons taking advantage of such provisions in our universities and normal schools.

I know what it means for a busy man to take on collateral and extra duties, but I sincerely believe that the importance of this study will enlist your cordial and prompt co-operation to the extent of giving the data called for by the accompanying blank. If all the questions cannot be answered, please answer all you can, and I shall highly appreciate the courtesy and favor.

Thanking you in advance, I am

Very truly yours,
M. J. HOLMES.

PRESENT PROVISION FOR THE EDUCATION AND TRAINING OF HIGH-SCHOOL TEACHERS

Name of School.....

Address.....

I. Courses offered to prepare for high-school teaching.

Name, and Length of Courses (Send marked Catalogue if preferred)	Enrolled in These Courses			Academic Requirements for Admission to these Courses
	1904	1903	1902	

(Space)

II. To what extent do these courses coincide with those for elementary teachers?

(Space)

III. Is the amount of observation and practice under expert criticism required in preparing for high-school teaching the same as that required for elementary? If not, why?

(Space)

IV. How can the universities and normal schools more effectively meet the demand for better educated and trained secondary teachers?

(Space)

Return to
MANFRED J. HOLMES,
Normal, Ill.
(Stamped envelope inclosed)

Signed.....

Extent to which universities, colleges, and normal schools are supplying the annual demand for educated and professionally trained secondary teachers.— The returns show that about three-fifths of the universities, colleges, and public normal schools responded. A very few of those that are known to be doing anything definite in the line of preparing secondary teachers failed to respond; hence, the probabilities that the data are representative amount almost to a certainty. The following table offers a view of some of the pertinent facts concerning extent of provision for preparing secondary teachers in the United States:

	Universities	Colleges	Public Normal Schools	Total
1. Number of schools reporting.....	50	42	93	185
2. Offering pedagogical instruction for secondary teachers, but intended for elementary also.....	20	13	17	50
3. Courses for secondary teachers differentiated from and in advance of the elementary.....	16	8	16	40
4. Having courses for preparing secondary teachers only.	5	3	..	8
5. Preparing for elementary teaching only.....	3	10	60	73
6. With no courses for teachers excepting regular academic.....	6	8	..	14
7. Requirement for admission: Jr., Sr., and post grad., usually, for universities and colleges. In normal schools only advanced students and graduates are admitted to courses looking to high-school teaching.				
8. Having practice-teaching, or observation	21	16	90	127

It should be borne in mind that most of the largest and most of the best institutions of higher education are represented in the figures; and as said before, there were but few universities and colleges known to be doing anything definite and serious toward the training of secondary teachers, that did not respond. Therefore, statistics of this group will represent special provision for and output of prospective secondary teachers considerably if not far above the average for the whole number of colleges and universities in the

United States. It should be noticed that (uniting 5 and 6 in table) about 18 per cent. of the universities and 40 per cent. of the colleges make no provision for the training of secondary teachers beyond the regular academic courses. (The percentage for universities should be lower and that for colleges higher, because some of the universities in name are only colleges in fact.)

The question of how many prospective secondary teachers avail themselves of the provision for special preparation is of more immediate importance to us; but it is also more difficult to answer. My questionnaire aimed to get the number of prospective secondary teachers enrolled during three successive years. These results I intended to compare with Professor Dexter's findings; but almost without exception the numbers reported enrolled included all prospective elementary teachers. From collateral data given one is led to think that much less than half of all students enrolled in pedagogical courses in colleges and universities go into high-school work; although from some of these institutions practically all go into that field. It is safe to say that only a small proportion of the 5,750, or more, teachers entering the secondary field each year come to their work with any professional preparation. We therefore have upon us a large and serious problem to supply enough adequately prepared teachers for our high schools.

Thus far we have been considering the extent of provision made for preparing secondary teachers. We now pass to an examination of the content.

Character of the provision for preparing secondary teachers.— It is not intended that this study shall repeat anything that has already been printed in available form. For a full consideration of this question, therefore, the reader is referred to the bibliography at the close of division V; especially do I suggest Prof. G. W. A. Luckey's *Training of Secondary Teachers in the United States.* I believe every serious student of our public high schools will read this book, which is a pioneer in its line and most helpful. But Professor Luckey's book fails to give adequate consideration to at least two important phases of the general question. First, it does not show with sufficient clearness the fact that the need of more well-trained high-school teachers has compelled some of our normal schools to take hold of the problem in a large, serious way to help meet the demand. All that the universities and colleges are doing supply but

a small part of the great number that must be added to the high-school teaching force each year. Second, he leaves the reader without an understanding of the character of the work these normal schools have necessarily assumed in this line. Then, there is one sin of commission, which consists in the assumption that there should be a strict division of labor between universities and normal schools, turning over to the universities the preparation of secondary and higher teachers, while normal schools take care of the training of elementary teachers.

One must agree with Professor Luckey when considering the question merely from a historical and *a priori* standpoint; but the problem is not one that can be settled by tradition and theory. It is a problem that involves a present condition which must be met now to prevent arrested development and great loss of effective service in one of our most valuable democratic institutions — the public high school. It is of doubtful wisdom to close the question of scope and function of institutions only partially formed, and still capable of new adaptations, as our normal schools are, to meet the growing needs of the life which they exist to serve. The nature and extent of the supply and demand presses the question into the form that President Lord has given it on page 83. Only a few of our colleges and not many of our universities have taken hold of this problem with the same earnestness and devotion that they take hold of their other work; nor, apparently, with a serious sense of their responsibility in the matter. A larger number of better-prepared high-school teachers must be had, and the present outlook seems to indicate that some of the normal schools will have to be equipped to help out the situation.

One can conceive a normal school liberal in its culture, advanced and superior in scholarship, with ample and appropriate opportunity for prefessional training, environed and informed with those influences that make for strength of character, and force and excellence of personality. Such a normal school here and there throughout the country would be unsurpassed in the effectiveness and the value of its service. Such a course should be supplemented by travel, and residence at a university for special graduate and research work. Such would be a normal college, and would furnish all that is needed for the education and training of secondary teachers, excepting advanced specializing and that necessary view of the world which comes through travel and contact with men and things. In its

proper place will be shown what some of the normal schools are doing in response to this demand for preparing secondary teachers.

The different classes of organization deserving consideration that at present contribute to the preparation of secondary teachers are (1) teachers' colleges (or equivalent) organized co-ordinate with other colleges at a university; (2) departments of or courses in education at universities; (3) colleges, in the true and proper sense of that word, that have a department or courses in education; (4) normal colleges that offer full collegiate academic courses, included with and in addition to which adequate provision is made for the professional education of secondary teachers; (5) normal schools that offer special courses and advanced electives to help meet the crying demand for more and better-trained high-school teachers. We shall now examine the content and scope of provision made by these several classes of school and organization.

(1) *Teachers' colleges, or their equivalent, at universities.*— Of these there are now four; namely, Teachers College at Columbia University, The School of Education at the University of Chicago, Teachers College at the University of Missouri, and the College (?) of Education at the University of Texas. The oldest of these and the one thus far best developed is Teachers College at Columbia. It is rising into great meaning and dignity as a national factor in the education and training of teachers. All the teachers' colleges will no doubt take pretty much the same trend in scope and character of work; so it will suffice to indicate the provisions at Columbia for preparing secondary teachers.

The courses may be divided into two main groups; (1) general professional courses, and (2) special professional courses. The first group includes, in the main, all that body of knowledge that every teacher needs, whether he teaches in the university, the normal school, high school, or the elementary grades. The second group includes a knowledge of the subject-matter and the method of the subjects that make up the high-school courses. The following may not include all that is offered for secondary teachers at Columbia, but it will be enough to show scope and character. I cite from Teachers College Announcement:

I. General professional subjects.

History and principles of education.— The aim of this course is to present the essential features of educational thought and practice of the past as

a basis for the more detailed historic, philosophic, and methodic study of the principles of education as formulated in the present.

Modern educational theory.

Practicum in philosophy of education.—The purpose of this course is a somewhat detailed examination of the fundamental principles — philosophical, historical, and psychological — which underlie a scientific theory of education, considered as a human institution. The processes and the problems of education are examined from the standpoint of the history of civilization and the doctrine of evolution, and an attempt is made to formulate a philosophical basis for educational doctrine and practice.

School administration (organization and management).

Educational psychology.— This presents the general principles that control successful teaching so far as they can be derived from psychological laws and from the study of school practice. It prepares students for general classroom work and for courses in the methods of teaching the separate subjects. The work in the sections is specialized to meet the particular needs of the several classes of students.

Child-study.— This course is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

II. Special professional subjects.

Secondary education.— This course will consider the aims and the subject-matter of secondary education, the systems of instruction prevalent in American and in European secondary schools, the arrangement and adjustment of the curriculum; it will dwell on the general questions of sequence and choice of subjects, on equipment of the secondary school, on its relations to the elementary school and the college. Students will be expected to study the organization and management of the various types of secondary schools in New York and vicinity (the Horace Mann High School, the public high schools, and typical private schools).

Practicum. The secondary-school curriculum.— Students are required to undertake the study of special problems in secondary-school work, to investigate the conditions underlying various types of schools in this country and abroad, and the effect of these conditions on the curriculum; special attention is directed to the needs of the public high schools.

Seminar in secondary education.

Theory and practice of teaching biology in secondary schools.— The work embraces a study of the aims, materials, and methods involved in the teaching of botany and zoölogy in the secondary school, and is accompanied by practical work consisting of critical observation of the work as carried on in the Horace Mann School.

Practicum in botany and zoölogy.— A critical study of materials and methods employed in the teaching of botany and zoölogy. . . . . This course is designed for intending teachers in secondary schools and colleges, and for those preparing themselves for supervision.

Theory and practice of teaching Greek in secondary schools.— In all the work the needs of the teacher in the secondary school will be kept steadily in view.

[The courses in the theory and practice of teaching secondary-school subjects include, in addition to the above, English, history, mathematics, art, domestic art, manual training, Latin, German, French, geography, physics, and chemistry.]

Three years' college work in the subject is the minimum academic standard for admission to a method course.

The same amount of practice-teaching and observation is required of prospective high-school teachers as for those looking to elementary work.

Practical work consists of observation, assistance, and class instruction in the Teachers College schools. Observation includes systematic study of the selection and arrangement of materials for a series of lessons designed for a particular class, a consideration of various methods of presentation, observing the presentation of the several lessons, or series of lessons, by the regular teacher, and rendering a critical summary of the results obtained. Practice in teaching is given first in the instruction of individual pupils, or small groups of pupils, who may be in need of special assistance, and later in the regular instruction of an entire class or grade. The minimum number of hours which must be devoted to practical work is indicated in connection with the several courses. All students are required to do the full amount of practical work prescribed for any course; advancement from observation to assistance, and from assistance to class teaching, depends entirely upon the candidate's ability to do the work required.

Dean Locke, of the School of Education at the University of Chicago, Dean A. R. Hill, of Teachers College at the University of Missouri, and Professor Sutton, of the College (?) of Education at the University of Texas, all report solid improvement and gratifying prospects. The School of Education at Chicago has taken about the same form and scope as her sister at Columbia.

(2) *Departments of education at universities.*— The most of the universities have their pedagogical work organized as a "department of education." Quite a number do not give the professional preparation of teachers enough attention to warrant an independent and distinctive designation of that work, though a few that have not

yet organized their pedagogical courses into a "department" are doing work on a par with those universities that have the work so organized. The courses of any one of several universities could be cited to represent this class of provision for preparing secondary teachers. For convenience I let the courses offered at Brown University represent this class. The data are taken from the catalogue.

History of educational theories and institutions.

A critical study of modern education.

The fundamental principles of education.

Seminary in educational problems.

The psychology of education.— The principles of psychology applied to method in education and instruction.

The hygiene of education.— The hygiene of growth. Play and fatigue. Sight and hearing. School diseases. School architecture. Warming, ventilating, and lighting. Sanitation. School furniture. School programs.

Practical introduction to teaching.— Organization of school systems. Management and discipline of classes. Observation of good teaching. Practical applications in method.

Methods in secondary-school studies and the organization, equipment, and management of secondary schools.— Required of student-teachers. Elective for graduates and experienced teachers. Each term may be elected separately. Importance and meaning of secondary-school studies and their organization into a curriculum; method as applied to each subject and the resources at the command of the teacher; such a view of the work of the school as is necessary to the teacher in order that he may understand the whole and co-ordinate his work with the whole. The following studies receive especial attention: first term, Latin and modern languages; second term, history and English; third term, science and mathematics.

Training in practical teaching (through the year).— Practice-teaching. Control and conduct of classes, plans for single lessons, and for "method-wholes," observation of the work of experienced teachers, reports, private conferences. Opportunity for practice-teaching in the high schools of the city is given to capable graduate students, and in the grammar schools to a limited number of seniors preparing to teach in the grades or to fill places as principals or superintendents.

By special arrangement with the School Committee of the City of Providence, student-teachers are appointed to places in the Providence high schools. Appointments are made from members of the Senior class who have pursued undergraduate courses in Education. These student-teachers are of two types. Those of the first type — of whom there are at least six (three of each sex) — under the guidance and direction of experienced teachers, have the control and conduct of classes. The time required each day is somewhat more than half

the usual school session. They receive a salary of four hundred dollars a year from the city. Those of the second type are occupied in a similar way from three to five hours a week. They receive no remuneration from the city. An unusual opportunity is thus afforded student-teachers to gain a thorough knowledge of the theory of education and at the same time practical experience in the art of teaching. In making appointments to places as teachers of the lowest grade in the Providence High Schooi preference is given to those who have successfully accomplished the course as student-teachers. In this respect student-teachers of the second type have the same status before the committee that makes appointments as those of the first type.

(3) *Colleges that have courses or a department for preparing secondary teachers.*— A small proportion of the colleges give any considerable serious attention to the professional preparation of secondary teachers; but some are doing valuable work in both scope and character. The courses offered at Cornell College, Mount Vernon, Iowa, are here used to represent the best of this class.

Recent endowments for both the department of Education and that of Psychology have made possible most excellent library facilities in these fields. The leading works in English in both lines are now in the library, and additions are constantly made.

In addition to the courses outlined below, a year's course of elementary studies in Education is offered in connection with the work in the academy.

Graduates of the college who complete two or more years of work in Education receive special recognition and indorsement by being granted a professional diploma in Education. The following courses are offered:

School organization and management.

Psychology and teaching.

History of education.

Genetic psychology.— A systematic course in theories of mental development and of the psychological basis of educational theory. The psychology of adolescence will receive special attention, and this will be followed by a topical survey of recent literature on educational psychology.

Secondary education.— The history of the development of the American high school. Its purpose, organization and relation to the community; construction of courses of study; various problems peculiar to the high school.

Principles of education.— The meaning of education, its significance to the individual and to society. The relation to the two chief factors in the educational process — the subject-matter and the child. The function of the teacher and the school. The basis of method and its relation to teaching. A study of the child as an educable being.

The high school: educational practice.— This course seeks to organize the results gained in the previous courses and to make application of educa-

tional principles particularly to high-school work. The foundations of method, and methods of teaching the various branches in secondary schools, are the principal lines of study. An opportunity will be given to pursue topics of study having in view the fitting of the student for some particular line of school work.

(4) *State normal colleges.*— In name or in fact this class of school is represented in nine different states; namely, Alabama, Colorado, Iowa, Michigan, Missouri, Montana, New York, Oklahoma, and Tennessee. They vary in their constitution, and in this discussion reference is had only to those that offer what is designed as the equivalent of a collegiate academic course, conferring degrees. This type of normal school has arisen in response to the demand for a school that will provide professional training for teaching and at the same time furnish ample means for liberal education. There are valid reasons for thinking that these schools will be able to render efficient service in preparing for secondary teaching. Whether they do this will be determined by several factors, the most determining of which is the course of study. I say this because the course of study will to a large degree determine the standard of the teaching force employed.

We shall now examine one of the courses offered at one of the best of these schools to see its scope and content, and judge how well it is adapted to meet the requirements, both academic and professional, of preparing teachers for secondary schools. If this course is not representative it is because it is of a higher standard than the average offered by this class of school. I cite the course leading to the A.B. degree in Education at the State Normal School of Iowa, quoting portions of the catalogue that have an explanatory bearing.

Bachelor of Arts in Education.— A four-year course of study beyond the preparation granted by secondary schools. The requirements for graduation are equivalent to university courses. Preparation for teaching in high schools, for administration in principalships and superintendencies demands much more than scholarship; as a knowledge of teaching should be also attained and that knowledge should be both theoretical and practical. It is not enough to be a scholar or to have studied the theories of education in class work; there should also be training in the expert elements that constitute the instructor, the supervisor and the executive. . . . . To meet the needs of a growing class of students who are fitted by nature and by scholarship for high-school teaching and for executive duties, the following conditions are made for those who desire to be candidates for the degree Bachelor of Arts in

Education. This is not a new movement at the Normal School because the Board of Trustees at the organization of the work in 1876 adopted this degree, this standard of graduation, and this kind of course of study for teachers. For the first time the plan is outlined, as the needs and requirements of the present time dictate.

For unconditional admission to the first year of the course, the applicant must present credentials from secondary schools certifying to fifteen years of work selected from the following lines of study:

I. English (1) Composition and Rhetoric.....one year
(2) Literature .....one year
II. Mathematics (1) Algebra and Plane Geometry.....three years
(2) Solid Geometry and Trigonometry.....one year
III. Science (1) Physics.....one year
(2) Chemistry .....one year
(3) Zoölogy .....one year
(4) Botany and Physiography.....one year
IV. Latin (1) Lessons, Readings and Cæsar.....two years
(2) Cicero and Vergil.....two years
V. German (1) Lessons, Readings.....one year
(2) Minna von Barnhelm, William Tell.....one year
VI. Foreign Languages. Greek and French will also be given credit if presented as preparatory work.....each two years
VII. History and Civics (1) General and special.....two years
(2) Civil Government and Economics .....one year
VIII. Since this is a teachers' school, special requirements in music, drawing, or in other branches not here listed will be given allowance for special courses where such work is essential.

[These entrance requirements are based upon the standards indorsed and accepted by the College Department of the Iowa State Teachers' Association.]

The degree Bachelor of Arts in Education will be conferred when the candidate has secured forty-eight term-credits, the meaning of term-credit being twelve weeks' work of five lessons a week.

Academic studies.—[Thirty-six of these credits are academic, and twelve professional. Three credits in English, and three in mathematics are "required constants;" the remaining thirty of the academic studies are elected. Two years of literary-society work, and two years of physical training are required without credit. The elective studies must be taken from the following groups: English, mathematics, history and civics, science, Latin, German, physical training, public speaking, and vocal music. Excluding the last two, the groups offer from six to eleven courses each.]

Professional studies.— The assignment in these lines consists of twelve

term-credits to be assigned from psychology, methods of instruction of various kinds, school management and supervision, history of education, philosophy of education, American education, modern education, and specific work in the training department. Teaching classes, inspecting classes at work, supervising the work of teachers, criticism of work being done constructively and helpfully, details of executive business, etc., will all receive attention as the individual scope of the student's future plans will permit. This field of study will in each individual case be planned by the faculty and definitely outlined when the plan and the course to be elected is known. Such an arrangement allows proper differentiation and recognizes the individual capabilities of those in preparation for high grades of professional teaching.

In addition to the above other advanced courses are offered lead- to the Bachelor's degree in Didactics, and the Master's degree in Didactics.

Two large, and one might say precious, interests are involved in this movement toward state normal colleges; first, the better education of the people through well-prepared teachers; and second, the ideals and respectability of American scholarship. These normal colleges have placed themselves under responsibility to both these interests, and to justify their existence and establish their acceptability they must acquit themselves with creditable efficiency.

(5) *State normal schools that offer advanced courses and electives for preparing high-school teachers.*— As in the case of the normal colleges, most of the colleges proper, and many of the universities, this group of normal schools gives the same general professional courses to all students whether they are intending to teach in elementary or in high-school grades. The specific preparation offered is found in advanced academic subjects (chiefly electives), and method of the high-school studies. At some of these schools an optional system is in vogue, whereby a student may substitute advanced high-school subjects for studies in the regular course. Judging from the returns, there are many normal schools that are doing considerable along this line. The practice department of these schools gives the prospective high-school teacher experience in the grammar grades, and sometimes in the high school.

It will be well to let some of these schools speak for themselves.

Albert Salisbury, State Normal School, Whitewater, Wis.— The normal schools of Wisconsin do not have any course of study especially designed for those intending to teach in high schools. . . . . Many of our graduates do

teach in high schools; some of them are principals of high schools and city superintendents. . . . . We encourage persons looking toward high-school work to do postgraduate work; and many of them continue from half a year to a year, taking culture studies, for the most part, that were not included in their particular course.

One thing more ought to be added. Graduates from our advanced course are admitted to junior rank in our State University, which provides a course for normal graduates known as the Philosophical Course. Many graduates of our Wisconsin normal schools pass on to the university. We consider this to furnish an ideal course for high-school teachers. . . . . People who have taken this course, graduating first from the normal school and then from the university, are much in demand in this state for high-school positions.

J. M. GREEN, New Jersey Normal School.— Only those who are graduates of four-year high-school courses before coming to us could think of becoming teachers in high schools. For them there is a two-year course of twenty-four units, twenty of which are required and four elective, and an elective year in which they may confine their time to six units, three at a time. A person taking this course would be capable of teaching in a high school the subjects in which she has specialized, quite as well, I think, as a graduate of an ordinary college course, so far as her knowledge of subject-matter is concerned, and better so far as her knowledge of method is concerned. I think there are about ten or twelve taking this course all the time.

DAVID FELMLEY, Illinois State Normal University.— One-fourth of the entire school expect to become high-school teachers.

Thus far we have considered the magnitude of the annual demand for secondary teachers, and the extremely inadequate supply of specially-prepared persons to meet that demand. We have also examined the character and scope of the provision made by our universities, colleges, and normal schools for preparing secondary teachers. Of the points that yet remain, I shall touch but three.

Practice-teaching.— There is great difference of opinion as to the amount of practice-teaching that is necessary for prospective high-school teachers. The following responses to point III in the questionnaire will show the trend of thought:

DAVID S. JORDAN, Leland Stanford University.— There is no amount of observation and practice under criticism now required for this particular [state] certificate. It is proposed soon to require a certain amount of this in addition to college graduation, not as a part of it.

G. W. A. LUCKEY, University of Nebraska.—[Professor Luckey discusses this in his *Professional Training of Secondary Teachers,* pp. 207–13.]

DAVID R. MAJOR, Ohio State University.— Unfortunately our students have no opportunity for either observation or practice.

J. R. Street, Syracuse University.— No. College men and women do not need such minute drill as younger students.

W. S. Sutton, University of Texas.— Up to this time no provision has been made for this very necessary work. It is hoped that a vigorous beginning will be made in the fall of 1905.

Charles De Garmo, Cornell University.— Impossible to finance a secondary school for observation alone. Practice is out of the question.

Frederick E. Bolton, State University of Iowa.— As yet we have no practice school. I hope that at some time we shall have a practice school or at least a model school where our teachers can have opportunity for observation and some practice. I do not believe it is necessary to have practice too extended. I think that many of our normal schools entirely overdo the matter of amount of practice. . . . . The universities have been at fault . . . . in that they have [had] no model schools or practice-schools. I think the education of the teacher is not complete without opportunity to work in such a school.

To what extent do courses for secondary teachers coincide with those for elementary teachers? — The returns show that much of the work done in the training of secondary teachers in universities and colleges coincides with that done for elementary teachers. The advantages and objections to this ought to be brought out clearly.

How can universities and normal schools more effectively meet the demand for better educated and trained secondary teachers? — That it is an imperative necessity to have more and better-prepared high-school teachers has been demonstrated. How improvement and extension of provision made can be brought about is an unanswered question. Some of the responses to this question are significant.

G. W. A. Luckey.— By mutual assistance, division of labor, and a more thorough study of the problem. (See pp. 228 ff. of his *Training of Secondary Teachers.*)

George H. Locke, University of Chicago.— I believe it is the function of the departments of education with school laboratories attached. I cannot believe in the training of secondary-school teachers away from a university.

David Felmley, Illinois State Normal University.— The normal schools by furnishing (1) strong courses in the high-school branches, including discussion of the method of instruction; (2) courses in psychology and general method; (3) advanced courses to be obtained at the university.

Homer H. Seerley, State Normal School, Cedar Falls, Iowa.— There is more to do than all [universities and normal schools]can accomplish in this field. Let the fit survive. Have respect for one another.

CHARLES DE GARMO, Cornell University.— Normal schools cannot do this work without extending their courses until they cover the work of the university.

E. M. SHACKELFORD, State Normal College, Troy, Ala.— This is a hard problem to solve. If we raise the requirement for admission, we can make the few who would graduate more efficient; but in doing so we cut out of these schools entirely a great many who are now trying to teach and who should be induced to attend for better preparation.

JOHN W. COOK, State Normal School, De Kalb, Ill.— (1) By having a high-school department for observation and training purposes. (2) By the organization of professional courses which shall be closely correlated with the work of such a training school.

C. C. VAN LIEW, State Normal School, Chico, Calif.— By having both supply experience (i. e., practice) courses to the amount of fully one-half of the professional work. Possibly by letting each, in lieu of something better, exchange those lines of work each can best furnish; i. e., the normal school, experience in teaching; the university or college, culture.

G. STANLEY HALL, Clark University.— In order to meet the need for better secondary teachers I think our universities and colleges must first appoint better men as professors of pedagogy and give them more liberty. Many who hold these chairs now are without any special qualifications except having taught. They do not read French or German and have little knowledge of philosophy or psychology, which topics are the Blackstone of pedagogy. Many of them, again, are inherently good men who would develop well if they had a chance; but they are obliged to work under the following handicaps: first, some must give much of their time to colporteur work among the secondary schools, examining them, and placing college graduates as teachers and corralling in students for the next freshman class. Half their time at least they must be drummers for the college.

The second handicap is they are not allowed enough academic freedom. For instance, they can talk about lower grades of education but they must stop short when they come to the university or the professional school. If they discuss these they interfere with the traditional rights of the President. Thus, being condemned to the lower grades only, their mental horizon is narrow, their course robbed of much of its dignity, and a fence, purely arbitrary, is run through the middle of their work.

Many of our academic professors of education have consciously or unconsciously, directly or indirectly, in view nothing whatever except more students for the college they serve, and this makes them interested in nothing but high-school work. They know or care little about the grammar schools, or still less the kindergarten, and they and the college textbook-makers have laid a heavy burden upon secondary education which they have tried to rob of its due

freedom and have made their work so distasteful that there is a silent but growing prejudice against their work.

Then, again, the fact that many normal schools have undertaken to train secondary teachers with faculties or other facilities that are inadequate to its purpose is another [handicap].

W. S. Dearmont, State Normal College, Cape Girardeau, Mo.— The three state normal schools of Missouri decided two years ago to offer full college courses for the purpose of preparing teachers for the secondary schools. It is our purpose to make the normal schools of Missouri, teachers' colleges. I mean by that term that we are offering in addition to thorough pedagogical training, strong academic courses equal in every way to the undergraduate courses of the best colleges and universities. . . . . It is our intention to make the college course the course that teachers who are preparing for secondary work will take in the normal schools; . . . . and to have a high-school department of our training school for the purpose of affording an opportunity of observing and teaching in secondary work.

We believe that we shall not only be able to give teachers the academic training that is required for secondary work but thorough pedagogical training for the same work, also. I believe that the plan that has been adopted by the Missouri state normal schools is well calculated to do much toward solving the problem of better training of teachers for secondary work. We believe that our plan will result in college men giving more attention to elementary and secondary education than this class of men now give.

In summing up the opinions under the last question of the blank I find it easy to group the suggestions under quite definite headings, the chief of which are given herewith, each followed by the number of opinions that coincide on that point. The explicit statements only are recorded.

(1) By requiring higher standards of general scholarship and cultivation, 31.

(2) Courses especially designed for secondary teachers, including both subject-matter and the method of high-school subjects — more of these and longer in both universities and normal schools, 58.

(3) By better provision for observation and practice especially adapted to the needs of high-school teachers, 21.

(4) By professional courses for college graduates, especially designed to prepare secondary teachers, 35.

(5) By establishing and maintaining higher standards of professional preparation, especially through state and municipal legislation, 14.

(6) By having better teachers who do this work in universities, colleges, and normal schools, 10. (This was evidently meant to cover, in most cases at any rate, scholarship, character and personal traits, and skill.)

(7) By devising a more rational and satisfactory way of selecting and certificating these teachers, 5. (Some mentioned the great need of more carefully selecting young people peculiarly adapted personally to high-school work, and inducing them to enter the high-school field.)

(8) By a more effective exclusion and elimination of the unfit, 3.

(9) By making the science and art of teaching more a problem of dealing with individual lives than with subject-matter, 4.

(10) By having normal graduates take university courses, 3.

(11) By more careful study of high schools — what they mean, are doing, and what they need, 5.

(12) By improving the economic status of teachers — better salaries, longer term of service, promotion on merit, 5.

(13) By a more generous support of normal schools by the state, 2.

(14) By more and better summer schools for teachers, 2.

(15) By securing teachers with good athletic training, who can understand the physical needs of youth, and make sports yield their true and legitimate values.

(16) By establishing state normal colleges which shall furnish both cultural education and professional training, 6. (These schools are starting up with the zeal of a "calling," and the confidence of certainty that they are greatly needed.)

Conclusion — In closing this partial presentation of provision made for, and opinion concerning, the preparation of secondary teachers one will hardly venture to make many comments, either critical or prophetic. Yet a few things are clear:

(1) That our middle schools have been called into being to serve a great and legitimate purpose in the evolution of democratic life and institutions. They are the meeting and unifying ground for rich and poor, high and low, Greek and barbarian. Our national life in its higher aspects of character and social service must be continually renewed by discovering and drawing up into itself through the high school those individuals that have natural capacity, talent,

or aspiration for the higher life of personal worth and service. Thus viewed, what a noble conception is embodied in our high-school system! And who can measure the splendid opportunity presented to those who are responsible for making the high school perform its full function?

(2) That the opinion of representative men in the high-school field itself is practically unanimous as to what constitutes the ideal secondary teacher.

(3) That the status and personnel of the present high-school teaching force is far from what it must be in order to give these schools their maximum of efficiency.

(4) That the present provision for the education and training of secondary teachers is entirely inadequate in extent, and in most schools that attempt preparation of secondary teachers, not very satisfactory in character. Some of the universities, colleges, and normal schools are making progress in the effective solution of this problem; but all these schools together supply only a small fraction of the teachers that newly enter the high-school work each year. Nor could they do much more if the demand were made upon them; because few of them are adequately provided with plant, equipment, and teaching force. But it is safe to say that no great demand will come until standards of preparation are advanced by legal act.

(5) That it is an entirely unsettled question as to what schools can now, and will hereafter best prepare for secondary teaching; and that at present all the help of all the schools that can do the work at all respectably is needed; that normal colleges appear to be a necessity in this field.

But the relative advantages and limitations of universities and normal schools in preparing secondary teachers is presented by a symposium of opinion in the final chapter of this book.

V

RELATIVE ADVANTAGES AND LIMITATIONS OF UNIVERSITIES AND NORMAL SCHOOLS IN PREPARING SECONDARY TEACHERS

Livingston C. Lord, President State Normal School, Charleston, Ill.
G. Stanley Hall, President Clark University, Worcester, Mass.
Homer H. Seerley, President State Normal School, Cedar Falls, Ia.
Charles DeGarmo, Professor of Education, Cornell University, Ithaca, N. Y.
C. C. Van Liew, President State Normal School, Chico, Calif.
Edmund J. James, President University of Illinois, Champaign, Ill.
J. N. Wilkinson, President Kansas State Normal School, Emporia, Kan.
M. V. O'Shea, Professor of Education, University of Wisconsin, Madison, Wis.
L. H. Jones, President Michigan State Normal College, Ypsilanti, Mich.
Charles B. Gilbert, Many years' experience as superintendent of schools in large cities.

Some essential questions and theses logically arising out of this division of the study:

1. Opinion is now practically unanimous that the vital relation of the high schools to the welfare of the people demands teachers especially fitted and prepared for teaching youth.

2. What constitutes the best course of education and training for high-school teachers?

3. In what schools can these courses be most effectively offered?

4. Should not the National Society select a strong, representative committee to study question 2 and formulate the results of such study for printing in the Yearbook?

LIVINGSTON C. LORD
President Eastern Illinois State Normal School, Charleston, Illinois

The time has now come when the training of teachers for secondary schools should receive serious attention. Whether this work should be done in schools especially established for the purpose, or in schools connected with our universities, or in some of the state normal schools, is an open question. Each plan has its disadvantages, and there are strong arguments in favor of each.

The thing, however, which is of cardinal importance is that

teachers of high ability and special fitness be assigned to this work. Teachers who attempt to train secondary teachers must be of the highest character both in scholarship and in teaching skill; something more than lecturers or compilers of statistics; in scholarship, broad and in some things really fine; in teaching skill, sound not only in theory but also in practice; in thinking, not too ready to believe that every educational principle has been discovered and that every teaching act can be referred to such principle.

Finally, two conditions are to be avoided, each of which is worse than the other. First, the point of view of those of limited attainment, with alert but not profound minds, who, while helpful to those who expect to teach in primary schools, would not be respected by teachers preparing for high-school work; second, the point of view of the teacher of pedagogy with pretentious phraseology who discusses what he is pleased to call the pedagogy of a subject of which he knows little.

G. STANLEY HALL
President Clark University, Worcester, Mass.

I think preparation of secondary teachers should never be permitted in a normal school where primary teachers are trained, but should be entirely given over to the university. This is essentially the case in Germany, although terms and definitions vary a good deal. I think there is very little in common either in methods or matter in the curriculum proper for these classes of teachers. I have so often expressed my opinion more fully with the grounds therefor that I will not enlarge here.

HOMER H. SEERLEY
President State Normal School, Cedar Falls, Iowa

The education and training of teachers.— The preparing of teachers for their careers is a business which demands more than an opportunity to attend a good school and acquire a good grade of scholarship. Teaching public school is a profession of a high grade if the work is properly understood, as it involves the conduct of affairs of the most expert character. The right preparation of a teacher involves a knowledge of the philosophy, the theory and the practice of education in addition to the scholastic knowledge universally conceded. There is the necessity to acquire a right attitude, a true spirit

and the power of efficient instruction to be a teacher of importance and worth. Secondary education is not free from these necessary conditions as those who instruct in its field need just as much care and supervision in their right training, if they are to be superior in power and skilful in service, as is required of elementary teachers.

The university and secondary education.— The university idea of education does not necessarily require such a standard of attainment and professional excellence, nor does the university give such advantages and such courses of study; for it assumes that all secondary education has ended when the student enters college studies and devotes himself to higher education. It is also assumed by university management that when advanced courses have been completed in the college classes such person is specially well qualified for the profession of teaching in secondary schools. This assumption is far from the truth as there is not necessarily any such assurance of expert attainment and capability when the college graduation has been reached.

The normal school and secondary education.— The normal-school idea is variable because there is at present no uniformity of plan or effort; but as a rule the normal school proceeds on the theory that all training in secondary studies is not completed on graduation from a secondary school, and that there are advanced courses for teachers in the branches of study assigned to the curriculum of the secondary school that ought to be taken by all would-be teachers in said schools. The special function of the normal school is to give the right spirit, the correct attitude and the needed initiative to teachers in all the grades of the public schools and by a proper extension of the present program of studies, normal schools can give superior training and education for all kinds of secondary teachers and not go outside of their true and proper province. A rightly organized and equipped normal school must have more elaborate and extended opportunities as to apparatus and library for individual work and training than may be necessary for a college or a university, because the preparation of teachers involves more explicit study and accomplishment than the general courses that are given to students who are in preparation for law, medicine, and other special professions. The province of the normal school is to train kindergartners, primary teachers, elementary teachers, music teachers, art teachers, manual-training teachers, domestic-science teachers, physical directors, and

all other kinds of teachers that are needed for public schools of all grades, not excluding even those of the secondary school. It is also fitted in spirit and in tradition to do this work better than the university or the college because such institutions are not offering the courses and are not by tradition disposed to give the kind of opportunities that practical and expert public-school teachers positively need along the lines that the service expects and requires.

The demand to recognize a reasonable differentiation.— It must also be recognized that there is a necessary differentiation in educational training for the teaching career. There are innate differences between kindergartners, primary teachers, elementary teachers, and secondary teachers that are not obliterated by courses of study and scholarship. The secondary teacher is not such because he has had a more extended scholastic preparation. There is such a thing as individual fitness for becoming a primary teacher, and there is just as much individual fitness of another kind necessary for the secondary teacher. It is the individual fitness that is the first requisite and this can be found out by the person alone who is being prepared for a career. It is not possible to develop a primary teacher out of any woman who should undertake the study and the training deemed essential, nor is it possible to develop a secondary teacher out of anyone by submitting such person to the plans and the demands of a different course of education. Teaching is not a question of degree but of kind and the students must be differentiated as to promise as to kind, rather than as to degree of scholarship attained. Students who enter normal schools can almost all of them be trained for some kind of effective work as teachers, but they cannot all be made at the will of the management into primary teachers, or elementary teachers, or secondary teachers. The special type of mind, personality, and adaptability that an individual possesses decides the question of a career and these characteristics are not known before they enter school, for their training and education test their capabilities and decide their limitations. It is fair to every teacher being educated for such a career that he become what he can do best and most comfortably, so that his future has its largest possibilities. It is likewise true that a university education does not change a real primary teacher into a superior worker in secondary schools, for scholastic acquirements do not create gifts or capability.

The limitations in the preparing of secondary teachers.— The

limitations that are thus found in the experience of preparing secondary teachers are due to the tendencies and the purposes that are existing today in the organization of the university and the normal school; the former being assumed to be an educational institution for general culture, and the latter, as commonly organized and conducted, a technical school of small expectations, meager courses, limited equipment with no province to give opportunity for culture and scholarship. The normal school that has opportunities for advanced scholarship and broad courses does not for that reason become either a university or college as its organization, spirit, and management is totally different, making it just as efficient in preparing secondary teachers as it could make it in preparing primary teachers. The viewpoint of the normal school, its manner of conduct, its aim of instruction, and its results in training are such that it can never become either a university or a college and has little in common with them as educational institutions. These differences are pronounced, and they only need fair investigation to establish the fact of their existence.

The normal school as a public educational institution had its origin through legislative enactment, and has always emphasized the importance and the necessity of special instruction in the history, theory, and principles of teaching and of actual training through personal teaching under expert supervision, as the essential characteristics of a proper preparation for a successful teaching career. While this contention has not been cordially accepted by the university, it is to be recognized that as time has passed the merit and practicality of these ideas and principles have gained such headway that the universities have been compelled to establish chairs of education in the endeavor to meet public demand, and in some cases even have gone further and organized affiliated schools which are called "schools of education," "teachers' colleges," "normal colleges," etc.

Until the normal school had won its place and had attained the recognition of public esteem, it never occurred to any of the higher educational institutions that such work was either desirable or necessary. The particular objection that may be offered to this change of policy by the university is that it usually claims superiority over the normal school in this particular line of teaching, even when its requirements, standards, and courses are only equivalents to the normal schools, thus loaning its prestige and power as a higher institution to give rank to its graduates above their actual acquirements and

merits. All that the normal school has a right to ask is, (1) to be let alone in its endeavor to do its particular kind of work, and (2) if the universities duplicate its province, that they may be willing to call things by the right names and not assume that such work has become university work in reality by being under the direction of such a type of educational institution.

The example of increased opportunities.— To give a practical explanation, in conclusion, the record of the Iowa State Normal School is cited, not because its scheme of work is ideal nor its plans perfected, but because its organization permits the training of all classes and kinds of public-school teachers. This condition has existed for only a few years and yet its graduates have already taken an active part in the work of secondary education. It is true that they are among the more successful teachers, and that their influence upon the spirit and the tendencies of education is unequaled by any equivalent number of teachers who have received their training in other kinds of educational institutions. The following table will show what is now the work in secondary education of such graduates. For complete information the following will be the order: Column I will give the kind of work done: Column II the total number of normal-school graduates in such work; Column III the number of these graduates who have also graduated afterward from colleges or universities; and Column IV the number who have received all their preparation in the normal school.

High-school principals	26	7	19
City superintendents	39	16	23
Department teachers	76	18	58
Village principals	98	7	91
Assistant principals	50		50

The importance of training.— There is much value to real training in actual teaching even in preparing to be secondary teachers, a training which marks a graduate as a specialist in public-school work. The normal school requires this as a part of its assigned work and declines to accept an equivalent, therefore giving a technical education that has absolute value and strength in its serviceableness. Actual teaching under sympathetic yet expert and critical supervision gives a spirit, a mastery, and a status of broadminded effectiveness that are essentials in an educator. These are facts, not fancies; they are

truths, not fictions; and if these things are to be possible in universities or colleges they must become in these respects normal schools in reality, though they may be known by more exalted names.

CHARLES DEGARMO
Professor of the Science and Art of Education, Cornell University

A fundamental distinction between normal schools and universities in their relation to preparing secondary teachers.— The most obvious distinction between the normal school and the university as a training-ground for secondary teachers is that the normal school is obliged by its conditions, its primary aims, and its traditions, to devote its chief energies to the preparation of elementary teachers. Only in a large and general way can it devote more than a fraction of its attention to the training of teachers for secondary schools. The education department of the university, on the other hand, turns naturally to secondary education in its efforts to train teachers, for barely one in a hundred of its students expects to become a grade teacher. It is true that a number of young men expect ultimately to be superintendents, and thus desire familiarity with the problems and methods of elementary education. But even here, the demand is not so much for the details which the normal school emphasizes, as for the larger philosophical view that takes in the whole system of public education, and that furnish comparative estimates of the educational conditions, systems, and results of all civilized countries.

This fundamental difference of aim, arising from the fact that in the main the normal school prepares teachers for elementary, and the universities for secondary schools, is reflected throughout the two classes of institutions. A few of these differences will now be pointed out.

Comparison as to scholarship.— In scholarship the university student selects fewer studies and pursues them longer by more intensive methods than is practicable in the normal school; thus preparing himself more thoroughly for the departmental work of the high school. We must rid ourselves of the idea that difference means inferiority. It is simply difference. In the normal school scholarship is in the nature of the case more general, less intensive in character, and less exhaustive than in the university. This is no reproach, for the normal school necessarily looks at education from the standpoint of the pre-adolescent period and childhood. In my opinion, the

normal school and the university should not tend to approach nearer to common scope, intensity, method, and aim of scholarship, but on the contrary should tend still further to differentiate. The college ideal of scholarship, so longed for in some normal schools, is not the best ideal for these institutions, because the professional aim of the normal school is so different from that of the university.

Indirect professional training.— Closely related to the matter of scholarship is the indirect training in methods given in the two classes of institutions. The university student, concentrating his attention upon a few subjects for a long period of time and by more intensive methods, comes to have a more extended view of the teaching possibilities of his specialty than can the normal-school student, who has not specialized at all. In science, for instance, the man who has become an expert in handling all kinds of apparatus and performing every variety of experiment is better prepared for laboratory work in the high school than one to whom a science is an incident. The same is true of language, history, or economics. A library with a quarter of a million books is a better preparing place than one with five thousand. The rich collections of photographs, lantern slides, and illustrative materials are also important indirect aids to high-school teaching.

Direct professional training.— Coming to the matter of direct professional training, we find important differences, not always wholly in favor of the university as a place for training secondary teachers. The general theory of education can be adequately taught in the normal school, except perhaps for time limitations and the lack of extended study of contributory departments of knowledge. The best preparation for the theory of education is extended study in two directions; namely, the mental sciences, like logic, psychology, ethics, and the history of philosophy; and the social sciences like history, economics, and political science. The direct professional work in the university coming mostly in the junior and senior years, to say nothing of graduate students, offers, of course, a much better chance of such preparation than does the normal school, where such subjects can be but lightly touched, even if they are taught at all. Furthermore, the university naturally lays the chief stress in educational theory upon the adolescent period of mind, and the studies and methods of the secondary school. In this it differs essentially from the normal school whose heart is in another place.

History of education particularly considered.— A similar difference in emphasis is found in the history of education. Here the normal school naturally devotes the brief time it can spare for the subject to the unfolding of elementary education. This is right and proper. But the university has more time, and has perhaps more need of a philosophical and institutional view of the subject as a whole, and it certainly lays more stress on those aspects most important for secondary education. For example, instead of reading three pages of a text upon the Revival of Learning, it spends weeks in following out in detail the rise and development and extension of Humanism — its rise in Italy, its spread to Germany, and its bifurcation between Protestants and Catholics; its culmination in the gymnasial system of Germany; its æsthetic and scholastic influence in France; its dominating position in English secondary and higher education; and finally its importation to this country, together with its former commanding influence, its gradual decline in recent times, and its probable future importance. Similarly the rise and development of science in modern secondary and higher education, though covering a shorter period, is an equally important phase of the history of education in the university. For such study the normal school would lack both incentive and time.

Comparison as to training in practice-teaching.— The normal school has one facility in the training of teachers that the university must for the most part do without, and that is actual practice-teaching in a model or training school. The only successful system of secondary-school practice is found, not in schools for high-school teacher-training, for such nowhere exist except here and there in name, but in actual cadet teaching in the secondary schools themselves, as in Germany and in cities in connection with a few American universities. It seems as if experience has shown that nether high-school students nor their parents will permit practice-work by candidates for teaching except in the way indicated.

It is an open question how much good it would do a high-school teacher to practice teaching in elementary classes. This would depend upon the subject, the age of the pupils, and the character of the criticisms offered. The nearer the grade of instruction approaches that of the high school, the nearer will be the approximation of matter and method to the needs of the candidates for high-school teaching.

The question of degrees.— Is it advisable for normal schools to

extend their courses and grant degrees in education? If this means the adoption of a dual end, namely preparation of both elementary and secondary teachers, its advisability is extremely questionable. If all the students of a normal school are trained for both and may choose either, they will, for two reasons, generally seek high-school positions, because these positions pay better salaries and they furnish what is deemed, by the community at least, a better social standing. If the normal school comes to fulfil the functions of a university, by that fact it ceases to have an adequate reason for existence as a normal school.

If, however, the extension of the normal-school course means a better scholarship from the standpoint of elementary education, then such extension is theoretically desirable. More knowledge of subject-matter and more extended professional training without deviation of aim would certainly conduce to better results in school and community. But essentially to change the aim and spirit of an institution is to acknowledge that it is not justifiable as it is, but that it should become something else. Since, however, elementary education will become increasingly rather than less important, it is evident that we shall always need institutions whose whole mind and heart are devoted to this end.

C. C. VAN LIEW
President State Normal School, Chico, Calif.

The advantages which the universities possess over normal schools in the preparation of secondary teachers lie unquestionably in the more liberal general culture and training which it is possible for the university to provide. In the training of secondary teachers it should not be forgotten that liberal culture will always play a chief rôle. On the other hand the difficulty with the university at present is that it cannot supply to its candidates for the work of the teacher experience in teaching; and that it is too commonly hostile to both theoretical and practical training in the arts of the teacher. The strength of the normal school lies in the fact that it is equipped to inculcate good ideas and to train good habits of teaching. The whole career of the normal schools of this country has been making for experienced candidates for the teacher's office. The weakness of the normal school, especially in the matter of training secondary teachers, lies in its inability to supply large general culture. So far as secondary teachers are concerned, at least, it ought not to try it.

Where ability to exercise a practical art is concerned, degrees are, or should be, valueless. They should be restricted merely to the position of evidences of culture. For this reason normal schools should not grant degrees.

It is too easy in this country to become a secondary teacher. The problem of training secondary teachers will not be solved until we have some regulation approaching four years of university culture work, followed by two years of professional training. This professional training might well be undertaken in the normal schools, for in general they are equipped to furnish both theoretical foundations and teaching experience.

EDMUND J. JAMES
President University of Illinois

I am decidedly of the opinion that, aside from those fundamental qualities which the secondary teacher needs in common with all other teachers, the greatest need of the secondary teacher in the United States today is scholarship. He is ignorant of the subject he is teaching. In my opinion, no man can properly present a subject to pupils of high-school age who has not pursued the subject to such an extent as to have an independent judgment on the subject that he is teaching; in other words, not unless he has mastered the subject so far as to himself be capable of original production within the field. There are very few teachers of that grade in the United States today. No one who knows my record in this matter would suspect me of underestimating for a moment the value of strict professional training in the narrow sense of the word. I have stood for professional pedagogical training for secondary teachers in our colleges and universities now for more than twenty years, and I am more in favor of it today than ever before; but I have never thought for an instant that that was in any sense a substitute for scholarly training in the subject-matter which one is teaching; and I think of the two that the lack of knowledge is a far more serious difficulty today than lack of method, serious as the latter is.

JASPER N. WILKINSON
President Kansas State Normal School, Emporia, Kansas

Universities have an advantage in preparing secondary teachers, because their students cover more completely the academic work of secondary schools. I do not think the normal schools can afford to

content themselves with anything less in the methods of the secondary schools than what the university training gives in that line. I believe the normal schools can do better work than will the university in preparing students to teach well all the subjects taken by the teacher, even though the teacher trained in the normal school may not take more of a subject as a student than is taught by him.

It seems to me wise for the normal schools to grant some such degree as Bachelor of Pedagogy when the work done is equivalent to that done in the college for Bachelor of Arts or of Science. Those degrees should, I think, indicate a preparation to teach in the secondary schools.

M. V. O'SHEA
Professor of Education, University of Wisconsin

The well-nigh infinite variation in conditions, standards, and purposes makes the problem of training teachers most complex and difficult.— The more I see of teachers and teaching, the less confidence I have in anyone's power to say with precision or in great detail what abilities and qualities are essential to success in the classroom. Much less am I satisfied with most of the current theories regarding the origin and natural history of teaching insight and skill, for they do not seem to me to take full account of all the complex factors entering into the problem. *A priori* and analogical reasoning abounds in this field rather more liberally than elsewhere, I think; and prejudice plays a more important rôle than observation and experimentation. The man who is opposed, by the law of inertia mainly, to professional training maintains that the teacher is born, not made; while the professor of pedagogy gives the impression that no one can instruct successfully who has not completed a course in the history, theory, and practice of teaching. Both parties to the controversy often seem cocksure of their position. A well-nigh infinitely complex situation is treated as if all the evidence in the case was at hand, and could be taken in at a single glance. It is small wonder, considering the way this subject has been handled, that the college professor of physics, say, and the normal-school president so often hold diametrically opposite opinions respecting it.

Advantages of the university in respect of scholarship.— But with all the disparity between individual views, I still think that most persons who are giving this matter serious attention, are coming to see

that there are certain requirements which are absolutely fundamental to success in the schoolroom. The limitations as to space prevent me from doing more than naming these requirements, with the merest outline of argument. First of all must be placed knowledge — *concrete, vital, well-organized, extensively related, thoroughly digested knowledge of the subject to be taught.* Everything hangs on this. One cannot lead others where he has not gone himself, and familiarized himself with the country roundabout. I have seen teachers, seemingly well-schooled in method, performing such an apparently simple task as teaching third-grade pupils phonics and spelling. Their work was more or less of a failure from start to finish, mainly because they did not *know* the English language; they did not *know* the function of elementary sounds in verbal combinations; they could not readily show how a sound functioned in this word by comparing it with other words familiar to pupils and in which it functioned in the same way. If broad knowledge is so indispensable in relatively simple work like this, how much more necessary is it in the extremely complex work of the high school? A large part (not all, however,) of the poor teaching I have seen in the secondary school has been due to deficient understanding, in its full meaning and in all its bearings, of the subject under discussion.

Now, the advantage of university training, for high-school teachers at any rate, hinges upon this first requirement. The normal school as at present organized, with but very few exceptions, is not equipped to give pupils effective professional training for every grade of school work, and adequately supply their academic needs at the same time. When it attempts this herculean task its work becomes superficial and fruitless, and its pupils reach the dead line early. I realize, of course, that the broader opportunities of the university may not be utilized fully. The training may be verbal, scholastic, mechanical; but this is a matter of individual institutions and individual professors. And the criticism applies with equal force to the academic departments of many if not most of the normal schools. On the whole, physics or Latin or English is not taught in any more vital way in the latter than in the former institution. One who inspects high schools sees normal-trained teachers who are just as artificial and slavish and ineffective with their rhetoric or physiology or geometry as the most formal university-trained teacher could possibly be. Most of the non-professional subjects in the normal school

are handled by persons who are themselves strangers to the ideals and theories of the institution, and they often have little sympathy with professional training. Their visits to the professional department are infrequent, hastily made, and it happens that their work goes on utterly indifferent to the principles propounded in the psychology and method classes, and in the practice-school.

I may perhaps be allowed to go to the extent of saying that, speaking generally, the university secures the ablest men in the teaching profession, men with the clearest judgment as well as broadest learning, and my belief is that on the whole they make a sharp distinction between real and verbal knowledge of a subject. When one listens to these men discuss the teaching in the high school of their quondam pupils he realizes that, as a rule, the greater the man's learning in his field the more keenly he appreciates genuine and effective as contrasted with superficial and factitious work. The point I am making is that the academic training of high-school teachers may best be left to the university, which is alone qualified to undertake this work.

How the university can give instruction in knowledge of human nature at the high-school stage.— The second requirement for effective teaching is a subtle sense of the impulses and tendencies of human nature, and especially of developing human nature during the adolescent period. The teacher ought to understand, whether understanding comes from instinct or from learning, how the pupil will react upon school-room situations, in respect alike of matters of instruction and of government. Doubtless much of this understanding must be gained outside of the classroom, from original endowment, and by long and intimate contact in give-and-take relations with all sorts and conditions of boys and girls. An adult candidate for teaching, who has lived the life of a recluse, can probably never acquire a keen sense of human nature. But one who has had first-hand experience can be led to analyze it and see the principles exhibited in it. He can be led to observe directly how boys and girls react to typical situations, and thus he can supplement the review of his own experience. In this way he can be made to some extent aware of how the mind of the learner will most economically assimilate knowledge, so that he can consciously (at the outset) plan his own work in harmony with psychological law. He can be made to realize more or less clearly, too, how the social impulses of individuals can be organized and directed so as to most easily secure unity and sociality in the school group.

The university is well equipped to give the pupil a considerable part at any rate of this instruction. It offers in its own processes conditions much, though not precisely, like those found in the public high school. It comes as close to actual conditions probably as the average practice-school in the normal. University students have come so recently out of the high school, too, that their memories are fresh in reference to many of the most vital problems to be studied, and so, even without direct observation, the work may be made quite concrete and vital.

Limitations as to training through observation.— And yet, most universities are handicapped in not having under their jurisdiction schools of observation, such as are possessed by Columbia and Chicago. A considerable part of the work in educational psychology must be more or less in the air for want of opportunity to see the objects and events discussed. The experience of pupils cannot afford data to illustrate all the principles developed in the courses in Education, for this experience is usually too narrow; and, what is more serious, it is often of the wrong sort. Pupils brought up under military discipline will not understand all you say about self-government unless they can see it in operation. He who has been nourished on the classics during his high-school career will adjust himself with great difficulty to the newer views of relative values, unless you can set before him a lot of concrete evidence relating to the effect upon mind and conduct of a non-classical diet. And one might go on at much length in pointing out the benefits which could be derived from schools of observation in the university.

The question of practice-teaching.— The universities are handicapped again in not having schools of practice, though the limitations from this source are not so great and serious as they are sometimes represented. We do not seem to have made much progress in all our discussion the past ten years on the place and value of practice-work in training schools; but so far as I can tell those who favor *some* practice have the advantage in the controversy. But on the other hand, there is such a thing as having too much — so much that the novice habituates himself in the imitation of the peculiarities of his critic or model teacher, and ceases striving to work out effective methods in the light of principles of mental development. In my opinion, if you can give a high-school teacher insight into human nature as it is displayed under schoolroom conditions you have done about all you can for him. Of course, it is not easy to give such

insight unless the novice is put in situations where he must react in some way; where he must *use* his insight. It is a difficult, if not impossible, task to accumulate real, effective insight against some remote time of need. This is why we should have some practice, not so much for the purpose of acquiring skill as for enabling the student to gain genuine insight. The proper time to get facility in schoolroom technique is when the teacher begins his serious work. The superintendent and not the critic teacher should be responsible for this phase of the breaking-in of the novice. The professional work should aim mainly to develop *understanding*, giving the candidate only a start in the perfecting of technique, and leaving the most to be determined by the peculiar conditions under which he will work.

When I say *understanding* I refer, in the first place, to an intimate, fruitful acquaintance with the types of human nature presented in the average high school, and under schoolroom conditions; secondly, I refer to a knowledge of the influence in the life of a boy or girl of each and all of the branches of instruction; and lastly, I refer to an understanding of the psychology of the subject which the candidate is to teach — not of all subjects, but of his special subject. Note that I have said nothing of devices or of methods, but of the *psychology* of the subject. Methods not founded upon such psychology are bound to be employed in a formal, mechanical, ineffective way. Now, my point is that the university, with its present equipment, can go a good way toward giving this understanding, though it could do the work more completely and genuinely if it could have at hand a school under its own direction. University students, trained constantly as listeners, but not required *to do things*, are too self-contained when they start in teaching; they are not outward, not dynamic enough. They are more "ego-centric" than normal-school students, and to this extent are the less effective. Departments of education in the universities are in need of a more dynamistic atmosphere, if I may so express myself; but this comes only with practice-schools.

Universities more likely to send out secondary teachers of commanding personality.— I have already exceeded the space allotted me, but I cannot close without saying that, in my opinion, the thing that gives all knowledge and all understanding force and fruitfulness in the high school, or elsewhere for that matter, is personality, a term easy to use but hard to satisfactorily define. But we know what is

meant. Now, speaking generally, the university gets the strongest personalities in the commonwealths in which they are located. The most virile and competent men and women are always struggling topward in education as in other matters. It may be, and unfortunately it seems to be generally true, that the most capable men and women in the university do not choose teaching as their profession; but even so, those who do make such a choice are stronger on the whole, in all that this term means, than those who have stopped at some lower point. And this means, as pertaining to our special topic, that if we could we should place over boys and girls in the high school the type of man or woman who has climbed to the top of the educational ladder.

L. H. JONES
President Michigan State Normal College

Personal qualities, skill, and scholarship required in secondary teachers.— The teacher in the secondary school should in general be of a slightly more reflective cast of mind than the primary teacher and more disposed to generalize upon facts and emphasize conclusions than to end with the memorizing of separate items of knowledge.

There is required large sympathy with hopes, aspirations, and ideals, while the primary teacher is properly more content with a mastery of present tasks through present and temporary interests. The high-school teacher must, by nature or habit of mind, be able to open up for the young a ready comprehension of what constitutes success in life in its several provinces, or to show how scholarship in students is a general but very real preparation for successful living. To this end his scholarship must be more extensive as well as intensive in his specialty than is required for a smaller degree of success in primary- and grammar-school teaching. The intensive study of specialties should proceed to a point assuring a sufficient supply of subject-matter well digested and systematized to supply dynamic energy in the teaching act, and should stop short of the point at which interests are fixed and views narrowed to single provinces of thought or culture.

Special professional training.— As special professional training the teacher in the secondary school should have all the instruction in psychology which is necessary for the primary teacher, and besides, a

fuller study of the special phase of development peculiar to the age of adolescence. There should be also a much fuller study of the logical relations, topics, subtopics, and concepts of the subjects taught, and a more rigid comparison of this logical order with the psychological order in which these topics, subtopics, and concepts of a subject are most easily mastered by the adolescent mind; and especially a fuller study of such arrangement of these after they are learned by the pupils, as will make them best teach the generalizations which they are to suggest to the young.

There should be an especial study of ways or methods of teaching subjects so that they may be the means of creating beliefs, suggesting aspirations, developing interests, and establishing habits — any of which are of much greater importance than the mere learning of this knowledge as nonvitalized, disconnected, unrelated mental possession.

Universities in their relation to preparation of secondary teachers. — Neither universities nor normal schools have succeeded as yet in preparing properly the teacher for the secondary schools. There are certain well-marked defects in the university graduate, considered as a teacher in the secondary school.

1. As to subject-matter and methods he tries to have his secondary pupils do at once what his professors have had him do in his university course, ignoring the immaturity of his pupils. This tendency has grown worse and worse in recent years, as the tendency toward extreme specialization has grown more pronounced in the universities.

2. He tries to confine his students to minute study of small provinces of a subject, rather than to lead them toward larger views or more general conceptions. Hence he fails to make his instruction helpful to his pupils in shaping their beliefs, in stimulating their aspirations, or forming their ideals. I do not mean that he is too thorough in his teaching, but that he lays stress on small things to the exclusion of larger wholes which are more easily understood by the high-school pupil, and are more significant and helpful to him. He is exhaustive rather than thorough in his instruction. This evil is more disastrous to pupils who do not advance beyond the high school than it is for those who are preparing for college or university.

3. He comes to the high school bearing the university feeling that it is more important to teach subjects than pupils. This prevents his feeling responsibility for the advancement or welfare of the individual pupil under his care. Even the pedagogical departments of

our universities have not yet succeeded in fully correcting this wrong attitude of mind in their graduates.

4. His extreme specialization has left him without settled beliefs, general conceptions, or enthusiasm for good citizenship. He is therefore unfit to teach high-school pupils, who are in the formative period of character development, and many of whom will receive no further schooling. He corrects this defect only at the expense of those whom he teaches within the first two or three years of service.

Normal schools and the preparation of secondary teachers.— Normal schools have erred quite as greatly in their preparation of teachers in secondary schools, wherever they have tried to train such teachers, but in a different direction.

1. Normal schools have generally left their graduates with deficient scholarship. This results from admitting pupils with too little preparation, or allowing them to be graduated from courses that are not sufficiently extended and scholarly in character. Some of these institutions are now correcting these defective conditions.

2. They have frequently concerned themselves with the mechanics of teaching (oftentimes mere devices) under the title of methods, without giving attention to the larger significance of the school as an instrument of advancing civilization. There has been a marked improvement in the best institutions for the training of teachers, in this respect, within ten or fifteen years.

In one respect the normal graduate is a distinctively better teacher for ninth- and tenth-grade pupils than is the university graduate; namely, in his readiness to see and appreciate that the true end of teaching in a high school is such assimilation of knowledge by the pupil as to develop character, create efficiency, and direct conduct.

I am far from believing that normal schools should train all the teachers of the secondary schools; but I do believe that high-school instruction will be greatly improved in the near future by a larger proportion of teachers who shall have been trained in normal schools that are able through equipment and faculty to give them work fitted for their needs.

CHARLES B. GILBERT
New York

Universities are able to give students higher scholarship, a broader outlook, a more thorough and intimate acquaintance with subject-matter, and devotion to learning for its own sake. Their business is

to train specialists. Other things being equal, a student who thoroughly knows his subject and is devoted to it is better qualified to teach it than the one who has a less thorough knowledge.

University graduates, however, are apt to be deficient in a sense of relation, their own subject appearing to them of the greatest importance; in a knowledge of child-nature; in the power to adapt teaching to the immature, growing mind; and in the ability to distinguish immaturity from dulness. They are apt to present their subjects in the order of their logical development regardless of the psychological order or the order in which the students can receive and learn them. They are too frequently afflicted with a constriction of the imagination and with an unwholesome contempt for the study of child-nature and the principles of education.

Normal schools usually graduate their students quite deficient in the knowledge of any particular subjects; with a general view of the world of learning quite limited in extent; with a sense, sometimes exaggerated, of the importance of method; but with a sincere belief in the value of the study of child-nature and in the importance of consulting the results of such study to determine how subjects should be presented.

The normal-school graduate is more likely to pursue the psychological order than the logical in teaching, and so far as his learning is sufficient for his needs, is likely to teach his subjects better than a university graduate. But too frequently his learning is not sufficient. He is, indeed, in danger of despising real scholarship and of assuming that teaching is a distinct art and can get along without it.

Naturally, a combination of the good points of both university and normal-school training, with the omission of their bad ones, would be desirable. Under present circumstances, such a combination can be brought about better by the university than by the normal school, inasmuch as it has a better equipment and is able to require a higher standard of admission and to furnish the essential scholarship.

The ideal place for the training of secondary teachers is a teachers' college of some sort attached to a university as a co-ordinate part, utilizing all of the scholarly advantages of the university and adding the special training needed to make teachers. Such schools, however, need to have one feature greatly strengthened. None, so far as I know, with the possible exception of that at Brown University, have adequate facilities for practice by intending teachers; and

such practice as is furnished is usually under conditions such as never will be found to prevail in the schools in which the students will teach. An ideal arrangement would be a close relation between the teachers' college and the local high-school system.

It does not seem desirable at present for the ordinary normal school to add to its course and give degrees in education. The normal schools are not now able to even approximately supply teachers for the elementary schools for which they are especially intended, and to divert any portion of the money belonging to them to a lengthened course for the sake of training teachers for high schools would result in thinning the work all along the line. There are practically none of them equipped for doing such scholarly work as is required for the training of secondary teachers and unless the states are willing to enormously increase the appropriations, they cannot do this high grade of work, which necessarily requires the expenditure of large funds. It is much more important that for the present at least all efforts for the extension of normal-school facilities be directed to increasing their number and making them more efficient for the supply of the needs of the elementary school, and those who are especially interested in the development of the training of secondary teachers should use all their efforts for the strengthening of the departments of the universities according to lines indicated above.

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